DOCUMENT RESUME

ED 405 446 UD 031 614

AUTHOR Ferguson, Sue, Comp.; Towsend-Butterworth, Diana, Comp.

TITLE A New Understanding of Parent Involvement: Family--Work--School Conference Proceedings (New York, New York, April 12-13, 1996).

INSTITUTION Columbia Univ., New York, N.Y. Teachers College.
SPONS AGENCY Department of Education, Washington, DC.
PUB DATE 96
NOTE 93p.
PUB TYPE Collected Works - Conference Proceedings (021)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Educational Research; Educational Technology; *Elementary Secondary Education; *Family Programs; Learning; Models; *Parent Participation; Parent School Relationship; *Partnerships in Education; Time Management; Urban Schools

ABSTRACT

A 2-day conference was sponsored by the Department of Special Education and the Center for Educational Outreach and Innovation at Teachers College (Columbia University, New York), "Working Mother" magazine, The Partnership for Family Involvement in Education, and the U.S. Department of Education. More than 350 parents, teachers, school administrators, community and religious leaders, educational researchers, and employers came to share information and resources on family involvement in children's education. The conference opened with a keynote address by Madeleine Kunin, U.S. Deputy Secretary of Education. Keynote addresses the following day were "What Have the Children To Do with It?" given by Maxine Greene and "From Adversaries to Allies" by Thomas Sobol. The conference also drew on the expertise of more than 70 presenters. Participants listened to panel presentations and saw demonstrations of new technology designed to strengthen communication between home and school. Roundtable discussions and workshops provided opportunities for learning about interactive ways to promote parent involvement. The action agenda for the conference consisted of the following issues: (1) a new understanding of parent involvement; (2) strategies for managing the time crunch; (3) overview of research on family involvement in children's learning; (4) creating partnerships; (5) involving fathers in children's learning; (6) choosing responsibility; (7) overcoming the barriers to parent involvement; (8) employers' promise to support families and education; (9) parents and schools, from adversaries to allies; and (10) models of effective family involvement in children's learning. Biographies of the presenters are included. (SLD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 405 446

A NEW UNDERSTANDING OF PARENT INVOLVEMENT:
Family–Work–School

April 12 & 13, 1996

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
X This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY
Peter Cookson
Teachers College
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

CONFERENCE PROCEEDINGS

"The effort that so many parents make to guide their children's lives repeatedly comes up against the rush of modern living—the 'time crunch'. The mismatch in how major American institutions—from schools to businesses—carve out time in the day-to-day life of the American family is—to my mind—a serious impediment to how our young people are growing up. We ask families to twist and turn—to go through every possible contortion to fit into the structure and time needs of schools or businesses or other institutions—instead of the other way around. It is my very strong belief that we really must rethink what we are doing and how we use our time."

—U.S. Secretary of Education Richard W. Riley

Sponsored by:
The Department of Special Education and the Center for Educational Outreach and Innovation, Teachers College, Columbia University, Working Mother magazine, The Family Involvement Partnership for Learning, The U.S. Department of Education

UD031614

TABLE OF CONTENTS

EXECUTIVE SUMMARY 2

INTRODUCITON 3

ACTION AGENDA 6

CONFERENCE PROGRAM 11

CONFERENCE HIGHLIGHTS 22
- A NEW UNDERSTANDING OF PARENT INVOLVEMENT 22
- STRATEGIES FOR MANAGING THE TIME CRUNCH 23
- OVERVIEW OF RESEARCH ON FAMILY INVOLVEMENT IN CHILDREN'S LEARNING 25
- CREATING PARTNERSHIPS: COMMUNICATING AND WORKING TOGETHER 26
- INVOLVING FATHERS IN CHILDREN'S LEARNING 27
- CHOOSING RESPONSIBILITY: PARENTING IN AN AGE OF CONFUSION 29
- "What have the children to do with it?" Maxine Greene, Ph.D. 29
- OVERCOMING THE BARRIERS TO PARENT INVOLVEMENT 35
- EMPLOYERS PROMISE: PROGRAMS AND PRACTICES THAT SUPPORT FAMILIES AND EDUCATION 37
- PARENTS AND SCHOOLS 39
- "From Adversaries To Allies" Thomas Sobol, Ed.D. 39
- MODELS OF EFFECTIVE FAMILY INVOLVEMENT IN CHILDREN'S LEARNING 45

THE PARTNERSHIP FOR FAMILY INVOLVEMENT IN EDUCATION 51

GOLDEN APPLE AWARDS 1996 52

CONFERENCE PRESENTERS 55

ACKNOWLEDGEMENTS 91

A NEW UNDERSTANDING OF PARENT INVOLVEMENT:

FAMILY-WORK-SCHOOL

EXECUTIVE SUMMARY:

A two day conference was held at Teachers College, Columbia University in April 1996 to explore these questions and to begin to develop an action plan. The conference was jointly sponsored by The Department of Special Education and The Center for Educational Outreach and Innovation at Teachers College, Working Mother magazine, The Partnership for Family Involvement in Education, and the U.S. Department of Education. It was planned and directed by Judsen Culbreth, Editor-in-Chief of Working Mother magazine; Sue Ferguson, Chair, National Coalition for Parent Involvement in Education; Alan Ginsburg, Director, Planning & Evaluation Service, Office of the Undersecretary, U.S. Department of Education; Diana Townsend-Butterworth, Director, Parent Involvement Initiative, Center for Educational Outreach and Innovation, Teachers College, Columbia University; and Laura Kornfeld, Member of the Teachers College Alumni Council.

More than 350 parents, teachers, school administrators, community and religious leaders, educational researchers, professors of education, and employers came to Teachers College from all across the country to share research and best practices, to learn how to reach out effectively to all families, to identify barriers to parent involvement, to find practical ways to overcome the barriers, and to work in partnership to help children find success in school and beyond.

The conference opened on Friday, April 12th with a keynote address by Madeleine M. Kunin, U.S. Deputy Secretary of Education. After the opening address, Judsen Culbreth, Editor-in-Chief, Working Mother Magazine presented Golden Apple Awards in recognition of innovative programs designed to promote parental involvement in education. On Saturday, April 13th, keynote addresses were given in the morning by Maxine Greene, Russell Professor Emerita at Teachers College, Columbia University, and in the afternoon by Thomas Sobol, Ed. D., Christian A. Johnson Professor of Outstanding Educational Practice, Teachers College, Columbia University.

The Conference drew on the expertise of more than seventy presenters who shared their hands on experience as classroom teachers and administrators, as volunteers and leaders in community, religious, and parent organizations, and as employers. Participants listened to panel presentations on programs and policies that effectively support family involvement in children's education. Demonstrations explored new computer technologies to strengthen communication between home and school. Roundtable discussions and workshops provided opportunities for participants and presenters to work together using interactive technique to develop practical ways to overcome barriers to parent involvement and to form strategies for improving parent/teacher communication

These proceedings summarize the findings of more than seventy presentations and discussions that were the core of the April, 1996 conference. The proceedings were compiled and edited by Sue Ferguson and Diana Townsend-Butterworth.

INTRODUCTION:

Discussions of parent involvement in the schools have been going on for a long time. Sadly, previous discussions among educators often left out the parents entirely and, in fact, were about how to keep parents out of the process. For too many years, teachers and administrators said to parents, "We are the professionals. Drop your children off at the schoolhouse door and stay away while we do our work." If that approach was ever a good one, it will not work any longer. Schools are under siege and teachers and administrators realize that we need all the help we can get. Especially parental help. Children whose parents are involved in their education learn more, earn better grades, and are more likely to graduate and go on to higher education. We know that we must do everything we can to foster the kind of atmosphere in schools that makes parents of all kinds feel welcome and involved.

If parents are to be involved totally, we need the cooperation not only of schools and parental organizations but also those businesses and corporations where parents are employed. That is why this conference is so important. Here, we bring together leaders from business, parental and cultural organizations and education to talk about the challenges facing parents and the promise that comes with every child.

Arthur Levine, President
Teachers College, Columbia University

The problems of juggling work and family were once considered none of your business if you were an employer, a religious institution or community organization. That was a private problem, left to parents to solve on their own. Today, an increasing number of organizations are discovering that family-friendly policies are everybody's business, and we see a significant change in attitude that enables families to meet their dual role: to provide both financial and emotional support to their children.

I was delighted to participate in the conference. My appreciation to the conference leaders, presenters and participants for their sterling contributions to the conference and these Proceedings. As family involvement in education grows, we will know that an important contribution to this national concern was made at this conference, helping the next generation of Americans to make the most of their lives.

Madeleine M. Kunin
U.S. Deputy Secretary of Education

Parent involvement is the key to unlocking the potential of students and schools; when parents, students and teachers sit down together the learning curve rises and education becomes part of the student's whole life.

Peter W. Cookson, Jr.,
Director, Center for Educational Outreach and Innovation, Teachers College

What do we really mean when we talk about parent involvement? Are educators and families speaking the same language when they talk about parent involvement? Why does parent involvement play such a critical role in helping children learn to high academic standards? Can schools learn to reach out to all families? Are there different models of involvement, and are they equally effective? Can we manage the time crunch so that all family members, including fathers, can be there for their children? What are the other barriers to parent involvement and how can parents, schools, community and religious leaders and employers work together to overcome them? Can we develop working partnerships that support children's learning and lead to high academic standards?

Participants in the two day conference on parent involvement explored these questions and sought answers -- answers that they hoped would translate into concrete, practical changes in the daily interactions of parents and teachers and children. More than thirty years of research confirms the critical role family involvement plays in children's learning. Families' beliefs in the importance of education and the ways they encourage learning at home can be more important to a child's success in school than income or level of education. However, despite the research findings, too few American families are actively involved in their children's education. Out of concern for this fact, in September 1994, the U.S. Secretary of Education, Richard W. Riley launched The Partnership for Family Involvement in Education -- a partnership that now comprises more than 700 education, parent, community, and religious organizations and employers. As a grassroots initiative, the partnership encourages sign-on efforts by neighborhood groups and local affiliates of national organizations that want to join together to share best practices and ideas that work. Many reasons for previous lack of involvement frequently cited include:

* Time conflicts between work and school schedules
* Uncertainty about what families should be doing to help their children
* Cultural and language barriers
* Feeling uncomfortable or unwelcome at their children's schools
* Lack of support in the community
* Lack of understanding and support in the work place

The Teachers College conference focused on overcoming these barriers through a new understanding of parent involvement -- family-work-school, and through the development of partnerships. The conference drew on the expertise of more than seventy presenters who shared their hands-on experience as parents, classroom teachers and administrators, leaders in community and religious organizations, and as employers. Conference participants shared ideas

about programs and policies that effectively support family involvement in education. They worked together as allies and developed partnerships. In roundtable sessions they shared ideas on effective ways to overcome barriers to parent involvement and strengthen communication. They discussed how to combine their energies and talents to help children get the education they need to live productive and fulfilling lives in the 21st Century. Each participant brought his or her own expertise to the table and as a result the whole was greater than the sum of the parts. After the conference one attendee summed it up this way: "The meetings were electric and made me realize that the topic had reached critical mass. After fifty years in education it was the best two day conference I have ever attended in education." (Clayton Akin 1996)

Action Agenda

Some of the major conclusions of the conference are summarized in the following action agenda.

I. A New Understanding of Parent Involvement

* Develop a new definition of parent involvement built on a tripod of family, work and school.
* Begin with the assumption that parents care about their children's education and want to be involved.
* Expand the concept of parent involvement to family involvement including grandparents, aunts, uncles and other adults who have taken on responsibility for children.
* Acknowledge the validity of different models for effective family involvement.
* Promote the awareness that successful parent involvement is a collaborative effort made possible by partnerships among families, schools, communities, religious organizations and employers.

II. Strategies for Managing the Time Crunch

* Balancing work, home and children's learning requires a collaborative effort by families, schools, employers, community organizations, and religious groups.
* Schools should be encouraged to rethink traditional school schedules to alleviate conflicts between work and school and allow more families to be involved in children's learning.
* Technology in the work place should be used to increase parents' flexibility and give them more opportunities to be involved.
* Employers need to know that family friendly policies are good business in terms of productivity and employee loyalty.

III. Overview of Research on Family Involvement in Children's Learning

* Research studies consistently support the importance of family involvement.
* Studies at Teachers College of grandparents as educators emphasize that they can be a valuable resource.
* The Partnership for Family Involvement in Education is developing performance indicators and evaluation tools to measure how well family involvement programs

are working in four areas: awareness, commitment, building capacity, and results.

* Schools can help families strengthen the home learning environment by reaching out through workshops, encouragement from teachers, voice mail, school-based parent resource centers, and home visits.

IV. Creating Partnerships: Communicating and Working Together

* Keeping families informed about the ways schools support their children's efforts to earn raises the families' own expectations for their children's success.

* Communications between families and schools and employers can be improved through information, training and outreach.

* We need to learn to value and engage different cultures on an equal basis.

* Technology in schools can facilitate communication between parents and teachers.

* Creating partnerships does not mean that educators and other professionals must give up their roles as experts, but it does mean recognizing that parents have a unique expertise about their own children.

* Communicating means sharing the good things that happen as well as the problems.

V. Involving Fathers in Children's Learning

* Fathers have an important role in children's learning. This role needs to be recognized and supported.

* We need to train teachers to think of fathers as partners in their children's education.

* We need to work together to change the message in the corporate culture to make it acceptable for fathers to take time off for parenting responsibilities.

VI. Choosing Responsibility: Parenting in an Age of Confusion

Keynote Address: Maxine Greene,Ph. D., Professor of Philosophy and Education, and the William F. Russell Professor Emerita, Teachers College

* Those of us engaged in school renewal are on some level working to recreate something like a village by including parents in the many-faceted work of schools.

* Learning begins in the posing of worthwhile questions, questions grounded in a capacity to name the lived world and, at once, think of things as they could be

otherwise.

* The teacher who can stand face to face with a parent and look into her eyes at some moment of apparent deficiency takes responsibility in a personal and professional manner quite different than through checking off of notes or ratings that add up to a diagnosis or an evaluation.

* There is no single being or entity called "parent". Those we speak of as parents are endlessly diverse.

* Ongoing dialogue between parents and teachers can make teachers familiar with goals and aspirations as well as themes, concerns, and moments of pain in a complex past.

* It is possible for parents and teachers to open to one another, to learn from one another in an incomplete world.

VII. Overcoming the Barriers to Parent Involvement

* A strong personal outreach program, welcoming parents to schools and classrooms, and gatherings where all can share, will help to eradicate the barriers of mistrust and fear.

* New strategies such as parent centers, family support programs, and school/community partnerships need to be developed.

* Schools should avoid educational jargon

* Teacher education - both preservice and inservice - can and should prepare teachers to build partnerships with families and communities.

VIII. Employers' Promise: Programs and Practices that Support Families and Education

* The demands of work versus the obligations of personal life have become a prominent business issue.

* The lifestyles and needs of employees have been changing. The increase in dual-wage earners and working parents in the workforce is a trend that will continue and represents a portion of the workforce that is vital to the continued success of corporations.

* Employers can create a culture within the company that supports employees as parents and encourages parental involvement in children's education.

* Employers can help by offering flexible work schedules, better child care options, and by providing technology in the work place and technology in schools

IX. Parents and Schools: From Adversaries to Allies

Keynote Address: Thomas Sobol, Ed. D., Christian A. Johnson Professor of Outstanding Educational Practice, Teachers College

* When we talk about educating children, not to talk about their parents as well and about children's relationships to their parents and their parents' relationships to the school, is not to be serious about any kind of education that counts.

* We know that children learn best when school, home, and community work collaboratively with one another, creating a climate of shared expectations and mutual support.

* I know that the overwhelming majority of parents, including parents living in concentrated poverty,...value their children's education,...and are willing to extend themselves to great lengths to be helpful if given a chance.

* I have enormous respect for professionally trained teachers... Without them, we can do next to nothing. But I submit that the most unlearned parent has a valuable contribution to make to the education of his or her son or daughter.

* Parents know when their children are connecting well to their school experience and when not, and they can share this information with teachers. They can support the work of the school by attaching importance to it in the home. They can talk to their children about school - related matters.

X. Models of Effective Family Involvement in Children's Learning

* Parents As Educational Partners (PEP) Grandview, MO

* Scarsdale PTA: Scarsdale, NY

* Parent Involvement Program: Willard Model Elementary School: Norfolk, VA

* School For The Physical City, New York City

* The Parent Program of the School Development Program: Yale Child Study Center: New Haven, CT.

* Parent Leadership Programs: The ASPIRA Associations, Inc.

* Partnerships For Student Success: Center on Families, Communities, Schools & Children's Learning.

In conclusion we believe that the roles of parent, teacher, administrator and researcher are and should be closely intertwined. As Karen Zumwalt, Ph. D., Dean of the College, said at the conference "Parenting has made me a better teacher, a better administrator, a better researcher

and writer; AND being a mother who has had the privilege to have a professional life as well, has made me a better parent."

CONFERENCE PROGRAM

A NEW UNDERSTANDING OF PARENT INVOLVEMENT:

Family-Work-School
April 12 & 13, 1996

FRIDAY April 12, 1996

7:30-8:00 **REGISTRATION** for those attending Faculty House Breakfast and Golden Apple Awards for exemplary programs supporting family involvement in children's learning

8:00 BREAKFAST BEGINS

8:30 WELCOMING REMARKS

Diana Townsend-Butterworth, Alumni Council, Teachers College, Columbia University

Arthur Levine, Ph.D., President, Teachers College, Columbia University

Speaker: **Madeleine M. Kunin**, U.S. Deputy Secretary of Education and Former Governor of Vermont

9:00 AWARDS

Presented **by Judsen Culbreth,** Editor-in-Chief, *Working Mother* magazine

9:00 **REGISTRATION** and coffee for those not attending breakfast

DEMONSTRATION:
National Parent Information Network (NPIN)

Larry Yates, Ph.D., Associate Director, ERIC/CUE, Teachers College, Columbia University

10:00-11:15 A NEW UNDERSTANDING OF PARENT INVOLVEMENT:
Family-Work-School

WELCOMING REMARKS

Diana Townsend-Butterworth, Alumni Council,
Teachers College, Columbia University

Arthur Levine, President, Teachers College,
Columbia University

PANEL

Moderator: **Madeleine M. Kunin,** U.S. Deputy Secretary of Education

Carole L. Kennedy, President Elect, National
Association of Elementary School Principals (NAESP)

Essie Middleton, State President, Arkansas PTA

Sharon Hussey, National Director of Membership
and Programs, Girl Scouts of the United States of America

Sister Lourdes Sheehan, Director, Alliance for a
Catholic Education, University of Notre Dame

Anne-Lee Verville, General Manager,
Worldwide Education Industry, IBM

Virginia B. Edwards, Editor, *Education Week*

11:15-11:30 COFFEE

11:30 STRATEGIES FOR MANAGING THE TIME CRUNCH
Menahem Herman, Ph.D.,Planning and
Evaluation Service, Office of the Undersecretary,
U.S. Department of Education

Judsen Culbreth, Editor-in-Chief, *Working Mother* magazine

Ramon C. Cortines, Special Advisor to the U.S. Secretary of Education

11:50-12:50 ROUNDTABLE DISCUSSIONS ON THE "TIME CRUNCH"

1) How Schools Can Adapt to Needs of Families.
Raymond Domanico, Executive Director, Public Education Association

2) Community Support for Families: What Libraries and Local Organizations Can Do.
Paul LeClerc, Ph.D., President and CEO, The New York Public Library

3) Family-Friendly Employers' Policies and Programs.
Sylvia Hewlett, Ph.D., Economist, Founder and President, The National Parenting Association

4) The Role of Fathers in Children's Learning
Dennis E. Mithaug, Ph.D., Chairman, Department of Special Education, Teachers College, Columbia University

5) Simplifying Your Life: Juggling Kids, Jobs and Your Own Parents.
Cynthia Bing, Past President, Parents League of NYC

6) Alternatives to the Traditional School Day and Year.
Michael B. Ronan, Superintendent of Schools, Uxbridge, MA

7) The Wise Use of TV
Rosemarie T. Truglio, PhD., Assistant, Professor of Communication and Education, Teachers College, Columbia University

8) Building Partnerships in the Preschool Years
Miriam Westheimer, Ed.D., Executive Director, HIPPY USA

9) Reading with Children: Small Moments Make a Big Difference, Partnership for Family Involvement in Education Read*Write*Now!
Susan Thompson-Hoffman, Program Analyst:,
Planning and Evaluation Service, Office of the Undersecretary,
U.S. Department of Education

10) Take the Challenge - America Goes Back to School,
Family Involvement Partnership for learning.
Adriana de Kanter,Deputy Director, Planning and
Evaluation Service, Office of the Undersecretary,
U.S. Department of Education

11) Offering Education and Resources: Supporting Employees and Their Families In the Workplace.
Cyndie White and Judy Walker, Co-Managers,
Office of Work and Family, Harvard University

12) Stress-Proofing Your Child.
Sheila Lewis, Author and Program Specialist, Girl Scouts of the United States of America

13) Time Well Spent.
Julie Kristeller, Editorial Director of Parent and Child magazine, Scholastic Inc.

14) Connecting the Community with The Family Education Network, an interactive on-line service.
Carrolle Miller, Publisher, and **Bob Block,** Director of Strategic Alliance, The Educational Publishing group.

1:00-2:15 OVERVIEW OF RESEARCH ON FAMILY INVOLVEMENT IN CHILDREN'S LEARNING

LUNCH AND PANEL

Sue Ferguson, Chair, National Coalition for Parent
Involvement in Education
Moderator: **Peter W. Cookson, Jr.** Ph.D.,
Director of the Center for Educational Outreach and Innovation
Teachers College, Columbia University

PANEL PARTICIPANTS

Hollyce C. Giles, Ph.D., Assistant Professor of
Psychology and Education
Teachers College, Columbia University

Alan Ginsburg, Ph.D., Director, Planning and Evaluation Service, Office of the Undersecretary, U.S. Department of Education

Hope Jensen Leichter, Ph.D., Elbenwood Professor and Director of the Elbenwood Center, Teachers College, Columbia University

Oliver Moles, Ph.D., Research Analyst, Office of Educational Research & Improvement, US Department of Education

Susan Recchia, Ph.D., Assistant Professor and Coordinator, Program in Early Childhood Special Education, Teachers College, Columbia University

The lunch was sponsored by the Prudential Insurance Company of America - A Member of the Family Involvement Partnership for Learning

2:15 CREATING PARTNERSHIPS:COMMUNICATING AND WORKING TOGETHER

Peter W. Cookson, Jr., Ph.D.,
Director of the Center for Educational Outreach and Innovation
Teachers College, Columbia University

Alan Ginsburg, Ph.D., Director, Office of Planning
and Evaluation, United States Department of
Education

Announcement of Roundtable Discussion Groups on Communicating and Working Together

2:30-2:45 BREAK

2:45-3:45 ROUNDTABLE DISCUSSIONS

1) Mutual Responsibilities of Schools and Families
Frederick C. Calder, Executive Director, NY State Association of Independent Schools

2) Homework: A Collaboration between Families and Schools.
Thomas Rodd Jr., Headmaster, Hopkins School, New Haven, CT

3) When a Child Needs Help: How Schools and Parents Can Form Working Alliances.
David Yammer, Ph.D., School Psychologist and Director of Support Services, Abraham Joshua Herschel School, New York City, New York

4) Creating a Sense of Continuity through Daycare and After School Programs.
Judith Singer, Consultant on Parent Education and Former Director, MLF Learning Center

5) Using Technology to Build Local Partnerships and Strengthen Family School Communications.
Robert McClintock, PhD.,Director, Institute for Learning Technologies, Teachers College, Columbia University

6) Families and Schools: Secrets of Effective Communication.
Cynthia Bing, Past President, Parents League of NYC John H. Dexter, Ed.D., Headmaster, The Day School, NYC

7) Employers and Schools: Programs and Policies that Work.
Ellen Galinsky, Co-President, Families and Work Institute

8) Communities and Employers: How to Work Effectively in Support of Children's Learning
Gwendolyn J. Cooke, Ph.D., Director of Urban Services, National Association of Secondary School Principals (NASSP)

9) Bringing Neighborhoods Together: After School Activities.
Adrian Lewis, Assistant to the President, New York Urban League

10) Community Journalism: How to Project Your Family Involvement Efforts in the Local and National Media
Sylvia Barsotti, Senior Editor, Family Circle magazine

11) Building Partnerships in Community Schools.
Rosa Agosto, Director, Community Schools, Children's Aid Society, NYC

12) Building Partnerships in the Preschool Years.
Mildred Winter, Executive Director, Parents as Teachers National Center

13) Title I/ Chapter l: Building Partnerships through Compacts.
Marilyn Aklin, Executive Director, National Coalition of Title I/Chapter 1 Parents

14) **Creating Community Partnerships to** Support Children and Families: Together We Can.
Martin Blank, Senior Associate, Governance Programs, Institute for Educational Leadership

3:45 PANEL AND VIDEO CLIP FROM WHITE HOUSE CONFERENCE ON FATHERS: INVOLVING FATHERS IN CHILDREN'S LEARNING

Laura 0. Kornfeld, Alumni Council, Teachers College, Columbia University

Moderator: **Dennis E. Mithaug, Ph.D.,**Chairman, Department of Special Education, Teachers College, Columbia University

Nancy R. Hoit, Family Policy Consultant and Advisor to the Vice President of the United States

Edward W. Pitt, Associate Director, The Fatherhood Project, Families and Work Institute

4:45 WRAP-UP DISCUSSION
Diana Townsend-Butterworth, Alumni Council,
Teachers College, Columbia University
Arthur Levine, Ph.D., President, Teachers College
Ramon C. Cortines, Special Advisor to the U.S.
Secretary of Education

6:00 **DEMONSTRATION**:

The Family Education Network - Interactive
On-Line Service
Carroll Miller, Publisher and **Bob Block,** Director
of Strategic Alliance, The Educational Publishing Group

SATURDAY, APRIL 13

8:30-9:00 REGISTRATION AND COFFEE DEMONSTRATION:

National Parent Information Network (NPIN)
Larry Yates, Ph.D., Associate Director, ERIC/CUE,
Teachers College, Columbia University.

9:00-9:10 WELCOMING REMARKS

Diana Townsend-Butterworth, Alumni Council, Teachers College, Columbia University

Karen Zumwalt, PhD., Dean of the College, Teachers College, Columbia University

9:10-9:45 CHOOSING RESPONSIBILITY: PARENTING IN AN AGE OF CONFUSION
Maxine Greene, Ph.D., Professor of Philosophy and Education, and the William F. Russell Professor Emerita at Teachers College, Columbia University, and Director, The Center for Social Imagination, Teachers College, Columbia University

9:45-10:00 COFFEE

10:00-11:15 OVERCOMING THE BARRIERS TO PARENT INVOLVEMENT

Peter W. Cookson, Jr. Ph.D., Director of Educational Outreach and Innovation
Teachers College, Columbia University

Moderator: **Heather Weiss, Ed.D.** Director Harvard Family Research Project

PANEL

Lillian Brinkley, Principal, Willard Model Elementary School, Norfolk, VA

Gwendolyn J. Cooke, Ph.D., Director of Urban Services, National Association of Secondary School Principals (NASSP)

Raymond Domanico, Executive Director, Public Education Association

Tina Gonzales, Director IS 90

Ayo Harrington, President, United Parents Associations Inc. of NYC

11:15-11:30 BREAK

11:30-12:30 ROUNDTABLES AND WORKSHOPS:

PRACTICAL APPROACHES TO OVERCOMING BARRIERS

1) Effective Parent Teacher Conferences Workshop.
Frances Rust, Ed.D., Associate Professor, Teaching and Learning, New York University

2) How Technology Can Support Learning and Communication at Home and at School
Patricia Nicholson, Director of K-12 Initiatives
Institute for Learning Technologies, Teachers College, Columbia University

3) How Schools Communicate Effectively with Parents and Communities.
Hollyce C. Giles, Ph.D., Assistant Professor of Psychology and Education, Teachers College, Columbia University
Jane Mealy, Vice President, Commack Teachers Association

4) Children with Special Needs and Parent/ Teacher Collaboration.
Margaret Jo Shepherd, Ed.D., Professor of Education, Coordinator, Learning Disabilities Program, Teachers College, Columbia University

5) Working with Non-Traditional Families Using the My Baby's Father (MBF).
Dianna Rogers Ford, Guidance Counselor,
Northwestern Senior High School, Baltimore, MD
Ross N. Ford, Clinical Social Worker, Baltimore, MD

6) Building Relationships with Preschool Children and Families.
Susan Recchia, Ph.D., Assistant Professor and Coordinator, Program in Early Childhood Special Education, Teachers College, Columbia University

7) How Teachers Can Use Family Involvement Strategies to Strengthen Learning in the Classroom.
Wanda Holland, Teacher and Director of Student Affairs, The Chapin School, NYC

8) How National Initiatives Support Local Family Involvement Efforts.
Ginny Markell, Vice President for Programs, National PTA

9) How National Initiatives Support Local Family Involvement Efforts.
Gloria DeNecochea, Hand-in-Hand, The Mattel Foundation

10) Children with Special Needs in Extra-Curricular Activities
Martha Jo Dennison, Ed.D., Membership and Program Consultant, Girl Scouts of the United States of America

11) How to Involve Immigrant Families in the Schools
Christina Foley, Project Manager, National Health/Education Consortium

12) Making Molehills out of Mountains: A Discussion of Barriers that May not be as Huge as They Seem .
Starla Jewell-Kelly, Executive Director, National Community Education Association

12:45-1:45 EMPLOYER'S PROMISE: PROGRAMS AND PRACTICES THAT SUPPORT FAMILIES AND EDUCATION

LUNCH AND PANEL

Sue Ferguson, Chair, National Coalition for Parent Involvement in Education

Moderator: **Alan Ginsburg, Ph.D.,**Director, Planning and Evaluation Service, Office of the Undersecretary, U.S. Department of Education
Les Hemmings,Vice President for Human Resources, John Hancock Financial Services

Francine Riley, Ed.D., Practice Leader, Organization Effectiveness, GTE Corporation

Lynda Baker, Educational Services Communications Program Manager, Southern California Edison

Terry Ehrich, Publisher and Editor-in-Chief, Hemmings Motor News

2:00-3:00 PARENTS AND SCHOOLS: FROM ADVERSARIES TO ALLIES

Welcoming Remarks: **Frances Rust, Ed.D.,** President Alumni Council, Teachers College, Columbia University

Thomas Sobol, Ed.D., Christian A. Johnson Professor of Outstanding Educational Practice, Teachers College, Columbia University

3:00-3:15 BREAK

3:15-4:30 MODELS OF EFFECTIVE FAMILY INVOLVEMENT IN CHILDREN'S LEARNING

Diana Townsend-Butterworth,Alumni Council,
Teachers College, Columbia University

Moderator: **Thomas Sobol,** Ed.D., Christian A.
Johnson Professor of Outstanding Educational
Practice

PANEL
Carole Kennedy, President Elect,National Association of Elementary School Principals (NAESP), Principal New Haven Elementary School, Columbia, MO

Malula Gonzalez, President PTA, Scarsdale High School, Scarsdale, NY

Lillian Brinkley, Principal, Willard Model Elementary School, Norfolk, VA, Past President NAESP

John Jay Iselin, Ph.D., President, The Cooper Union for the Advancement of Science and Art
Angelique Arrington, Consultant for the School Development Program at the Yale Child Study
Center, New Haven Yale Child Study Center, CT

Julia Howell-Barros, Manager, Parent Leadership Programs, The ASPIRA Associations, Inc., Washington, DC

Don Davis, Ph.D., Founder Institute for Responsive Education, Boston University, Boston, MA

4:30 CONCLUSION OF CONFERENCE

Diana Townsend-Butterworth, Alumni Council,
Teachers College, Columbia University
Sue Ferguson, Chair, National Coalition for Parent Involvement in Education
Alan Ginsburg, PhD.,Director, Planning and Evaluation Service, Office of the Under Secretary, U.S. Department of Education

CONFERENCE HIGHLIGHTS

A NEW UNDERSTANDING OF PARENT INVOLVEMENT: FAMILY-WORK-SCHOOL

"Working families are good at juggling ... trying to fit everything into one day, maintaining a household, caring for the kids, and doing a good job at work. But sometimes the ball drops. That's when a family friendly employer, and a caring school, can make all the difference, so that children receive both the care and love that they need."

Madeleine M. Kunin, U.S. Deputy Secretary of Education

I. A NEW UNDERSTANDING OF PARENT INVOLVEMENT

"Most parents and families desire to provide the best future possible for their children." (Essie Middleton, State President, Arkansas PTA). However, despite their interest and good intentions, some families are unaware of how to become more actively involved, others say they feel uncomfortable and unwelcome in their children's schools, still others are prevented from becoming involved by conflicts between work and school schedules. "Schools give lip service to parent involvement, but then schedule conferences during the day, send home report cards that read like IRS instructions, and forget to leave parking spaces for parents." (Carole Kennedy, President Elect, National Association of Elementary School Principals). Many schools only want parents to do what they want them to do --help with homework, come to school activities, and raise money. If schools want real parent involvement, they need to start treating parents as true partners -- partners who have their own needs as well as their own special expertise to contribute to the growth and development of children. "Involving parents doesn't mean that educators should tell them what they're going to do. It means taking parents seriously enough to respect their point of view and to truly involve them." (Virginia B. Edwards, Editor, Education Week). There are many different types and levels of parent involvement which need to be recognized and valued. Employers play an important role in making parent involvement possible because "for many people the traditional separation of work and family is no longer feasible and the demands of work versus the obligations of personal life have become a prominent business issue." (Ann-Lee Verville, General Manager, Worldwide Education Industry, IBM).

* There are many different forms and levels of involvement. Parents don't have to come to school to be involved. Family assistance at home affects children's attendance, achievement and classroom behavior.

* Parent involvement is a collaborative effort involving families, schools, community and religious groups and employers.

* Parent involvement means family involvement. Growing numbers of grandparents, aunts, uncles and even friends have taken over the role of parent for the children of others.

Parent involvement today means the involvement of every adult who has undertaken the responsibility for the well being of a child.

* Schools and educators must begin with the assumption that the majority of parents care about their children's education and want to be involved.

* Educators must develop strategies to communicate clearly with the public and with parents, to avoid jargon, and to listen with precision.

* Hard-to-reach parents can often be reached by other parents through initiatives such as the Arkansas Parent-to-Parent, Parent Involvement Project.

Madeleine M. Kunin, U.S. Deputy Secretary of Education moderated a panel which included Carole Kennedy, President of the National Association of Elementary School Principals; Essie Middleton, State President of the Arkansas PTA; Sharon Hussey, National Director of Membership and Programs, Girl Scouts of the United States of America; Sister Lourdes Sheehan, Director, Alliance for a Catholic Education, University of Notre Dame; Anne-Lee Verville, General Manager, Worldwide Education Industry, IBM; and, Virginia Edwards, Editor, *Education Week*.

II. STRATEGIES FOR MANAGING THE TIME CRUNCH

"Americans today are experiencing a time crunch. We're all busy, particularly working mothers who are trying to balance the demands of their jobs with their responsibilities to their families and home. Fortunately women love their multifaceted roles and, with help, can be involved, supportive parents and valuable employees." (Judsen Culbreth, Editor-in-Chief, Working Mother magazine.) Partnerships between employers and schools make it easier for working parents to be involved by providing access to technology and flexible work schedules. "Today as fewer parents have time to `do it all' and in most cases don't have an extended family nearby to help, community resources become increasingly important." (Patricia Girardi, Executive Director, Parents League of New York Inc.) Partnerships between communities and schools give families access to support services such as before and after school programs and healthcare, and open the way for exploring alternatives to the traditional school day and year.

Actively involving fathers in children's lives and learning is another way to ease the time crunch for mothers. Families should ask themselves "how can the mother/father division of labor fully respect fathers for what they can contribute beyond giving mothers release time?" (Dennis E. Mithaug, Ph.D., Chairman Department of Special Education, Teachers College)

* Balancing work, home, and children's learning requires a collaborative effort by families, schools, employers, community organizations and religious groups.

* Schools need to rethink their traditional schedules in terms of parent needs and consider a range of times, including early morning, evening and perhaps weekends. In Oxbridge, MA, public schools provide year round day care, after and before school programs, as well as summer programs.

* Families need the support of communities and employers -- they need after school

activities and "flextime".

* Libraries can be a positive force in any community to help youth and parents.

* Employers need to know that family friendly policies are good business practice.

* It is important for employers to allow parents to participate in their children's education because these children will be the business leaders of tomorrow.

* New technologies (such as the Bridge Project's specially developed voice technology system) facilitate communication between teachers and parents and make it possible for parents to be aware of what their children are doing in school each day, and to establish on-going relationships with teachers. A new Internet network -- The Family Education Network -- can provide parenting information and increase interactive discussion between parents.

* Parents need effective ways to cope with stress and to be able to model them for their children.

* Parents should be encouraged to evaluate what they are doing and how they are using their time. They need to remember to budget time for their children and for themselves.

* Reading or writing with a child for just thirty minutes a day, five days a week, can make a real difference in that child's school achievement.

* Time well spent with children includes: caring, cuddling, companionship, conversation, commitment, chores (done together), creativity, connections, culture.

* Teach children to turn to other adults for support --teachers, guidance counselors, family friends, neighbors--instead of relying solely on their parents.

And finally, "the time crunch is best managed when we give ourselves real rewards, ten minute relaxations, the permission to be creative in our parenting roles and a sense of humor about all the stuff that just doesn't get done". (Sheila K, Lewis, author: Stress Proofing Your Child)

This session was introduced by Judsen Culbreth, Editor-in-Chief, Working Mother magazine and Menahem Herman, Planning and Evaluation Service, Office of the Undersecretary, U.S. Department of Education. The group then broke out into 14 separate roundtable discussions led by facilitators.

III. OVERVIEW OF RESEARCH ON FAMILY INVOLVEMENT IN CHILDREN'S LEARNING

"For parents to be engaged in their children's schools and school reform, we need to understand from multiple perspectives and in diverse contexts, the phenomenology of relations between parents and educators, and how professional roles and social processes and contexts can contribute to creating barriers to involvement. This understanding will require educators, in good faith, to look at ourselves and our roles in fostering or preventing parents' participation." (Hollyce C. Giles, Ph.D., 1996)

More than thirty years of research shows that families play a crucial role in children's learning. "Our thinking about the role of the family has moved from seeing parents as the source of the problem to seeing parents as the primary solution to the problem." (Susan L. Recchia, Ph.D., Assistant Professor and Coordinator, Program in Early Childhood Special Education, Teachers College). "Schools must begin with the presumption of intelligence on the part of all parents and with the presumption that parents want to be involved." (Hope Jensen Leichter, Ph.D., Director of The Elbenwood Center, Teachers College). There are many kinds of parent involvement in education both at home and at school. The learning-related activities families can do at home include, "reading, discussing daily events, monitoring TV, deferring gratifications, and expressing affection and interest in the child's academic and personal growth." (Oliver C. Moles, Research Analyst, Office of Educational Research and Improvement, U.S. Department of Education). Performance indicators are key to the success of local efforts that support family involvement in children's learning. "At the grass-roots level, evaluation enables local groups to undertake self-assessment and to share responsibility for best practices. By developing performance indicators and measuring programs, employers, schools, parent organizations, and community and religious groups can change and strengthen family involvement programs and policies." (Alan Ginsburg, Ph.D., Director, Planning and Evaluation Service, Office of the Undersecretary, U.S. Department of Education).

* A 1993 study published by the University of Michigan attributes the high academic success of students from Asian countries to the priority their families put on education.

* Studies indicate that what parents do at home has twice as strong an influence on children's achievement as does the family's socio-economic status.

* Schools help parents to reinforce classroom instruction at home, and teach informally through naturally occurring home situations, and strengthen various aspects of the home learning environment.

* Schools can also help families strengthen the home learning environment by reaching out through workshops, encouragement from teachers, voice mail, school-based parent resource centers, and home visits.

* A recent study at Teachers College of grandparents as educators has shown they can be a valuable resource.

* A number of school programs show strong benefits, and many have focuses on low-income and minority families. (U.S. Department of Education 1994).

* The Partnership for Family Involvement in Education is developing performance

indicators and evaluation tools to measure how well family involvement programs are working in four areas: awareness; commitment; building capacity; and results.

Peter Cookson, Director of the Center for Educational Outreach and Innovation, Teachers College, Columbia University moderated a panel which included Hollyce Giles, Assistant Professor of Psychology and Education, Teachers College, Columbia University; Alan Ginsburg, Director, Planning and Evaluation Services, Office of the Under Secretary, U.S. Department of Education; Hope Jensen Leichter, Elbenwood Professor and Director of the Elbenwood Center, Teachers College, Columbia University; Oliver Moles, Research Analyst, Office of Educational Research and Improvement, U.S. Department of Education; and, Susan Recchia, Assistant Professor and Coordinator, Program in Early Childhood Special Education, Teachers College, Columbia University.

IV. CREATING PARTNERSHIPS: COMMUNICATING AND WORKING TOGETHER

"Home, school and community are the legs of the tripod upon which student learning rests....." (Thomas Rodd, 1996). When families, schools and communities work together in partnership, students hear that school is important from their parents, from teachers and from community leaders and they perceive that caring people in all three environments are investing time and resources to help them succeed. The closer the relationship approaches a comprehensive, well planned partnership, the higher the student achievement (Henderson 1994). "Abraham Twersky, a Pittsburgh psychiatrist, has said that every person has four basic needs -- food, clothing, shelter, and someone to blame. Although said in jest, there is some truth within. Having someone to blame is often an active component of home-school relationship...."(Dr. David Yammer, 1996). Partnerships take time and energy to create. Building partnerships requires building relationships. This entails first asking others what is important to them.

Critical issues raised during this session included:

* One of the overriding goals of building partnerships in the early years is to enhance and support the families capacity to raise their children to be healthy, productive and responsible citizens.

* Forming partnerships does not necessarily mean that families must be physically present at the school. Working parents are no less concerned about their child's education but only have so much time and energy to go around. Families want to be informed about instructional programs and progress and how to help at home.

* Alliance building does not mean educators and other professionals must give up their roles as experts. It means recognizing that parents have expertise about their own children.

* Communicating regularly means more than detailing problems. It means telling families about the good things that happen in a student's day as well.

* Educators must proceed from the assumption that there are valuable resources in the community (families, community leaders, community based organizations) that can give help in developing strategies for collaboration.

* It is important to create mechanisms for meaningful participation. This participation must ensure that families are treated as central members of a community.

* We must remember the impact that culture and experience have on an individual and family and we all must learn to value and engage different cultures on an equal basis.

* Employers need to develop family friendly policies that include flex time, day care, and opportunities for families to participate in their child's education without penalty.

* "Improving America's School Act", signed into law in October 1994, reauthorized Title I -- the largest federally funded program for K-12 education in the nation. Key to the success of the Title I program is the ongoing participation of parents. To facilitate this participation, school-parent compacts are required. The compact outlines how parents, school personnel and students will share responsibility for improved student achievement.

This session was introduced by Alan Ginsburg, Director of Planning and Evaluation Services, Office of the Under Secretary, U.S. Department of Education. The group then broke out into fourteen separate roundtable discussions led by facilitators.

V. INVOLVING FATHERS IN CHILDREN'S LEARNING

The Vice President moderates an annual conference on family policy. Two years ago the conference focused on the role of fathers in children's lives. "We've learned that too frequently we say 'families and children' when we really mean mothers and children ... the law of unintended consequences results in the self-fulfilling prophecy of absent men." (Nancy R. Hoit, Family Policy Consultant and Advisor to the Vice President of the United States). "There seems to be an underlying assumption that fathers don't have the time or don't care". (Edward W. Pitt, Associate Director, The Fatherhood Project).

The family relief bill signed by President Clinton allows fathers time off for parenting responsibilities but few men have taken advantage of it because the corporate and cultural message sent to men is that this isn't acceptable by management or peers. The Fatherhood Project

demonstrates the crucial importance of the educational setting as a bridge to fathers.

* Men are frequently quite involved but public and social policies tend to drive them underground.

* Schools need to reach out to include fathers

* We need to train teachers to think of fathers as partners in their children's education.

* We all need to work to change the message in the corporate culture to make it acceptable for fathers to take time off for parenting responsibilities.

* Society tends to stereotype men as wage earners and disciplinarians. We need to overcome these stereotypes and empower fathers to play an active and broader role in their children's lives.

* We need to recognize the role the media plays in our perception of family life and the role of fathers.

* We need to help fathers think about their role in child rearing and encourage them to consider how they can promote home based activities to build competency and confidence in their children.

Dennis Mithaug, Chairman, Department of Education, Teachers College, Columbia University, moderated a panel which included Nancy Hoit, Family Policy Consultant and Advisor to the Vice President of the United States; and Edward Pitt, Associate Director of the Fatherhood Project, Families and Work Institute. This session began with a video documentary "Show Your Love" from the White House Conference on Fathers.

VI. CHOOSING RESPONSIBILITY: PARENTING IN AN AGE OF CONFUSION

"Parenting has made me a better teacher, a better administrator, a better researcher and writer and a better person; AND being a mother who has the privilege to have a professional life as well, has made me a better parent." Introduction by Karen Zumwalt, Dean of Teachers College, Columbia University

KEYNOTE ADDRESS: "What have the children to do with it?"

Maxine Greene, Ph.D.
Director of the Teachers College Center for Social Imagination
Professor of Philosophy and Education; William F. Russell Professor Emerita
Teachers College, Columbia University

I come to you out of the arts, humanities, and educational philosophy. That means I try to look through a range of perspectives: some provided by novels, films, or theater performances; some by descriptions of particular schools; some by works in philosophy. Different encounters open different pathways in experience; they release imagination, I believe, in such a way as to enable us to see realities alternative to the ones we inhabit day to day. And, yes, they may enable us to notice, to pay heed to, things we would scarcely be conscious of otherwise: the impact of the Shirley Temple image on little girls who happen not to have blonde hair or blue eyes, African-American little girls, for instance; the manner in which young athletes are sacrificed to financial demands; the difficulties faced by street children trying to find places for themselves in the middle-class world.

Doing philosophy, we try to ask hard questions about what is valuable, what it means to know, to have the truth; how the forms of mathematics compare with the forms of art; how to justify imposing "our" way of life upon young people who come to us from unfamiliar cultures; how to determine who has the right to set standards and define goals for public schools. We try, some of us, to keep in mind the variety and the particularity of children and young people, revealed especially through literature and the several arts. We try to keep in imaginative touch with the rhythms of growth and striving, with the darkness of loss and failure and despair. In the realms of education, as you well know, there is no escaping the human condition in its limitations and its possibilities. Youngsters thrust themselves forward; others are trampled or held back. Still others stand or wait, as if caught in the traps of the taken-for-granted; and sometimes there is no one to set them free.

For some reason, that makes me think of an outcry in one of the great works of literary art that throbs with the presence of children, even if they are only spoken of in their absence. It is The Brothers Karamasov; and some of you may have reacted as I always have to the voice of the not so pleasant nationalist Karamasov, Ivan. He talks about the suffering of children and asks whether it ever can be justified. He cannot, he says, accept eternal harmony at the price of even one child's suffering. "If all must suffer to pay for the eternal harmony, what have children to do with it, tell me, please? It is beyond all comprehension why they should suffer..." (1945, p. 290). His repeated cry, "but what about the children?", echoes for me through much of Dostoevsky's book; and it is a point at which philosophy and art come together-as does, I must tell you, my own passion with regard to the education of children, the initiation of children, the freeing of children to become. And I am here, not so much because I know a great deal about the facts regarding parent involvement in school life and planning, but because Ivan's question and my

questions cannot be answered if we exclude the parents of children--the ones who love and care, and the ones who do not.

Whether or not there exists the village many insist it takes to raise a child, it does appear that those of us engaged in school renewal are on some level working to recreate something like a village by including parents in the many-faceted work of schools. In many senses, there can be few better ways of remaking the core of a lost community than an effort to bring parents close to professional teachers in an effort to nurture and guide the growth of the young. This is true even under difficult circumstances, as when (as in the present moment) we face what looks to be the end of the nuclear family. That is the kind of family which really came into existence with the beginnings of capitalism, when the old grazing grounds in the villages were fenced in, when people were forced from small and self-sufficient farms to the city, to the factory town, and individuals took over child-rearing responsibilities from the farming community or the neighborhood. We might say that childhood itself was invented along with the nuclear family.

The arguments for bringing parents close to or into the schools today take many forms. Some stress the fact that most parents know their children better than anyone else and have the kinds of relationship with them on which schools ought to build. Other arguments emphasize the fact that the presence and visibility of parents, whether or not they are interested in what is happening in the schools, increase the likelihood of meaningful accountability. If nothing else, the teacher who can stand face to face with a parent and look into her eyes at some moment of apparent deficiency takes responsibility in a personal and professional manner quite different than through a checking off of particular notes or ratings that add up (presumably) to a diagnosis or an evaluation. Also, there may be opportunities to explain what is happening in the way of tracking and detracking, methods of teaching reading and writing, the use or neglect of standards, assessment practices, curriculum.

We have read enough to feel the challenge in the reminder that most teachers teach "other people's children" (Delpit, 1995). Since this, in some sense, has always been the case, we are now asked to confront a deep-lying change in what was and is expected, what the reality was and is continuing to be. The implication, of course, is that the children teachers teach today are not carbon copies of themselves when young nor of most of their own children. Not only have family structures changed, the children coming to school are more obviously newcomers than many teachers allowed in time past.

The diverse young people we find among us are most often acknowledged as newcomers rather then being merged into some faceless category, as they tended to be not long ago, or perhaps categories of poor and well-to-do, middle and lower class. Where there were children of color, teachers were asked to be "color blind." Since it was assumed that equality of opportunity presumed a degree of sameness, a level playing field, if you will, the differences we now acknowledge were invisible to us in time past. I am reminded of E.L. Doctorow's novel, Ragtime, and his writing about New Rochelle in 1906:

> Patriotism was a reliable sentiment in the early 1900's. Teddy Roosevelt was President. The population customarily gathered in great numbers either out of doors for parades, public concerts, fish fries, political picnics, social outings, or indoors in meeting halls, vaudeville theaters, operas, ballrooms. There seemed to be no entertainment that did not involve great swarms of people. Trains and steamers and trolleys moved them from one place to another. That

> was the style, that was the way people lived. Women were stouter then. They visited the fleet carrying white parasols. Everyone wore white in summer. Tennis racquets were hefty and the racquet faces elliptical. There was a lot of sexual fainting. There were no Negroes. There were no immigrants. (1975, pp. 3-4).

Certainly remember the emergence of Coalhouse Walker and his search for justice, the major character, the major drama in the book. But few people thought of what Theodore Sizer made so evident in Horace's Compromise (1984): the neglect of all kinds of adolescent youth and whatever could be known of their cognitive potential. It is obvious enough that the young Coalhouse Walkers, the invisible "Negroes" and "immigrants," and undoubtedly their parents,were among the overlooked.

We have been reminded now, as seldom before, of how the 'at risk' label has been socially constructed in such a fashion as to create what Valerie Polakow and Bill Brozo have called a "landscape of otherness through the voices and stories of those who have been made 'other'." And then they have gone on to talk about their commitment "to dismantling the language of pathology and remediation that scars the daily classroom worlds of children and frames them as shadow children, to be labeled, medicated, discarded or shaped to fit prefigured pedagogical outlines, that frequently distort and undermine the existential impact of poverty, race, and culture in their lives" (1993, p. 217). Another reason for including parents, if only to make evident the framing, if only to render "shadow children" visible in their concreteness, their particularity.

There are other things we do not know or have hidden from ourselves: the tensions, for instance, between members of a community elite and those trying to make progressive changes in a school. We are perhaps all too familiar with the dissonance in many neighborhoods due to the insistence on the part of some that the school be particularly, if not exclusively, concerned with technical mastery, world class standards, measurable objectives, and the rest. There are others focally concerned with their children's becoming, finding their own voices, choosing their identities, perhaps inventing citizenship. Paulo Freire writes about that, as he does about freeing persons to shape visions of a "lovelier world" through the use of conjecture and imagination (1994, p. 39). Like John Dewey, Freire is aware that learning begins in the posing of worthwhile questions, questions grounded in a capacity to name the lived world and, at once, think of things as if they could be otherwise. Summoning up the local and cultural dissonances with regard to what should be taught and how, I can only think of bringing persons together in situations of dialogue, situations where they can come together and imagine a "lovelier world" for themselves and their children. There are times when teachers' core beliefs in equity and pluralism and even freedom have met opposition from people who have come from distant places,without experiences with democracy. School people, individually very often, have had to find ways of reconciling their regard for individual integrity and the rights of diverse people with their rejection of values and practices alien to what might be called "the democratic way."

There are parents, as we well know, who favor practices leading to the subordination and sometimes to injury of girls and young women. There are some who nurture unexamined racial prejudices inherited from their forebears, some who believe in orthodoxies that involve censorship or the barring of bodies of knowledge seemingly at odds with a faith. It may be that these are not problems that ought to be left to teachers in their autonomy; but the ways in which they play themselves out require new kinds of reflectiveness on the part of teachers, new recognitions of lines they will not cross. The difficulties involved in reaching children unlike their teachers, strange to their teachers, may be exacerbated by differences occasionally allied

with the morally or politically unacceptable. To avoid confrontations or discussions with parents representing unfamiliar cultures (sometimes committed to unacceptable values) is either to permit problems to fester or to force children into a kind of hiding or masking of what they have heard at home.

A related but not identical problem may arise when children's early experiences (frequently unknown to the teacher) erect barriers to learning in certain spheres. I think of Jamaica Kincaid's novel, Lucy, and the narrator's memories of attending the Queen Victoria Girls' School on the island of Antigua. She remembers a poem she had been given to memorize when she was ten and then recite in the auditorium. It was a poem about daffodils by a dead English poet; and she recited it well enough to receive applause. "I was then at the height of my two-facedness; that is, outside I seemed one way, inside I was another, outside false, inside, true. And so I made pleasant little noises that showed both modesty and appreciation, but inside I was making a vow to erase from my mind, every word, every line of that poem" (1990, p. 18). Later, when Lucy is taking care of some children in New York, her employer takes her to see some daffodils in Central Park; and she thinks how flowers that bring joy to some bring sadness to others, and how she would like to cut them all down with a scythe. This may happen many times to youngsters in school who cannot explain the obstacles that rise between themselves and certain kinds of subject matter. The engagement of their parents in an ongoing dialogue might at least make familiar to their teachers themes, concerns, moments of pain in the complex past.

Another kind of suffering may be made accessible through the reading of a book like Toni Morrison's The Bluest Eye. There are in that novel the all-important reminders of how dominant cultural images, like that of Shirley Temple, can impose themselves in such a way as to render an unloved Black child like Pecola Breedlove diminished and despairing because she does not have "blue eyes"; and some parents, if only because of their own memories, can be brought to make this clear. Then there is the suffering of the parents themselves that sometimes deforms their lives and leads to their hurting their children out of fear for themselves. Again, in The Bluest Eye, there is a scene in which Pecola's mother (seeking some safer identity in Mrs Fisher's kitchen) strikes her child to the quick. Pecola is in the kitchen with her friends and accidentally knocks a pan with a deep-dish berry cobbler in it to the floor, burning her legs as she does so. She begins jumping about just as Mrs Breedlove comes in:

> In one gallop she was on Pecola, and with the back of her hand knocked her to the floor. Pecola slid in the pie juice, one leg folding under her. Mrs Breedlove yanked her up by the arm, slapped her again and in a voice thin with anger abused Pecola directly and Frieda and me by implication. "Crazy fool...my floor... look what you... work.. .got on out. ..now that...crazy my floor, my floor...my floor." Her words were hotter and darker than the smoking berries, and we backed away in dread. The little girl in pink started to cry. Mrs Breedlove turned to her. "Hush, baby, hush. Oh, Lord, look at your dress. Don't cry no more. Polly will change it." And, a moment later, she spits out words to her own child and her friends and tells them to take the laundry bag home. As Pecola puts it in the wagon, "we could hear Mrs Breedlove hushing and soothing the tears of the little pink-and yellow girl" (1970, pp. 86-7).

This is an instance of oppression that may be more common than many of us believe. Scorned by white neighbors, beaten by her husband, weary of seeking solace in movie theaters, Pauline

Breedlove finds a new identity in a middle class kitchen, where she wins respect as Mrs Fisher's housekeeper and the caretaker of her blue-eyed child. To know even a little about such an experience is to understand the child of such a beleaguered parent somewhat better--especially if (as in so many cases today) the mother is serving as surrogate parent for some wealthy child her own child does not know.

Another kind of parental suffering that cannot but affect a school child is enacted in the confrontation between a mother ironing and a social worker who comes to interview or instruct her about her child. The mother feels she has to account for herself because her daughter had such a difficult time growing up. The story is titled Olsen's "I Stand Here Ironing," which begins, "I wish you would manage the time to come in and talk with me about your daughter...She's a youngster who needs help" (1976, p. 9). The mother tries hopelessly to explain how it was, how it is.

> She was a child of anxious, not proud, love. We were poor and could not afford for her the soil of easy growth. I was a young mother. I was a distracted mother. There were the other children pushing up, demanding. Her younger sister seemed all that she was not. There were years she did not want me to touch her. She kept too much in herself, her life was such she had to keep too much in herself. My wisdom came too late. She has much in her, and probably little will come of it. She is a child of her age, of depression, of war, of fear. Let her be. So that all that is in her will not brook--but in how many does it? There is still enough left to live by. Only help her to 'know--help make it so there is cause for her to know--that she is more than this dress upon the ironing board, helpless before the iron." (p. 21).

Only a trusting and caring dialogue between teacher and parent can nourish the kind of understanding that might enable the teacher to help a child develop a sense of agency, to resist being a dress before the iron. I am trying to suggest, of course, that there is no single being or entity called "parent." Those we speak of as parents are endlessly diverse, especially today. Each of the parents who enters the classroom must be recognized as someone who is not only a parent, but someone struggling in some fashion to become. Sometimes he or she is spending most of his or her time battling the forces that hold them in place or keep them from moving, even forces that propel him or her ahead to places where there is no room for children. I am not suggesting that we render the schools settings for sensitivity training and some other mode of psychotherapy. Important as it is, conflict resolution will not open the gates to parent-teacher communication.

I am trying to suggest that, as we work to gather parents together in any particular school, as we consult them with regard to how they think about education and what they want for their children and what they, in their distinctiveness, might feed into the educational process, we may be opening what is called a public space. Diverse people are coming together, after all, with a common concern of profound significance to every one, variously though the concerns may be posed. Taking different perspectives upon that common interest, each person is directing attention to what is of shared interest through and by means of a story at which she or he is the only expert. The stories are of lived lives, of experiences shaped in accord with the needs of narrative. Taking the forms of narrative, they become more than random happenings; they take on, not only meaning, but an orientation to the valuable, to what the storyteller conceives to be good. Situations may be created in which parents may appear before one another and the teachers of their children as the best they know how to be; and the more an "in-between" (as Hannah Arendt calls it) develops among them, the more they are freed to speak in terms of who and not what they are, a "web of relations" may take form (Arendt, pp. 182-3), and the grounds of

a humane community may be laid.

Also, there may be an increasing articulation of what it means to care for the self, the children, and their teachers. Caring involves the capacity to grasp the lived reality of other living persons, to help others to grow in some authentic fashion so they come closer to a sense of well-being of which they may have felt themselves deprived. It involves a capacity to regard another's reality as possible for oneself: the reality of Tillie Olsen's mother ironing; the reality of a Sikh child's mother; of a recent arrival from Estonia; of a young Harvard graduate eager for his son to mingle; of a Baptist parent who wants the most spare and rigorous education she can find; of a Lincoln Center musician who desires surroundings infused with the creative spirit, with the making of art. All of these, released to encounter and interpret the common world of the school, render the common concern richer, more many-faceted, even as they may argue endlessly about which facet should dominate, about what is good and what is right. I can imagine reading circles in a school, story-telling circles. I can even imagine something like the culture circles Paulo Freire set up in Brazil and many other places, including New York City. Dialogue is at the heart of these culture circles, the kind of dialogue that may enable people to make sense of their lived situations. In the case of schools, this might mean a concentrated and collaborative effort to "name" what is involved in teaching and learning in a society like ours, how immigration is experienced, what it signifies to be a newcomer desiring to enter into what is thought to be the common world. For Freire, becoming literate in any serious sense means becoming critical and reflective about the world. Describing a critical discussion group among peasants, Freire quotes one man who realized what it meant to be called "naive" by the landowner. "'Now that we're becoming critical, we know what he meant by naive. He was calling us fools.' We asked him, 'What do you mean by becoming critical?' 'To think correctly,' he answered, 'to see reality as it is" (1985, p. 17). For Freire, it is a matter of enabling the uninformed, if not always the illiterate, to decode the situations in which they find themselves and to link the reading and writing they do to a conscious effort at transformation in the light of possibility.

For parent education in our city today, this ought not to be limited to what actually transpires in the classroom. Parents can be engaged in shared efforts to talk about the experiences of being on welfare, the complexities of dealing with the range of city agencies, the pain of watching children being killed in the projects, theme works of the foster-care system, and the relation between all these things and schools. Their talking, their "naming" ought, Freire keeps reminding us, to be related to imagining things being otherwise--and to acting together to bring about even very local, very circumscribed change. I think of tutorial projects, of a curriculum based on research into the degree of immunization of neighborhood children (like one being developed today in Brooklyn), of garden and conservancy undertakings, of child care centers, of marching bands and neighborhood theaters. All these might be considered ways of breaking the "culture of silence" (Freire, 1970, p. 76).

There are many people writing about silenced dialogues and the importance of those in power learning to listen with open eyes and ears and open hearts and minds. "We do not really see through our eyes," writes Lisa Delpit, "or hear through our ears, but through our beliefs. To put our beliefs on hold is to cease to exist as ourselves for a moment--and that is not easy. It is painful as well, because it means turning yourself inside out, giving up your own sense of who you are and being willing to see yourself in the unflattering light of another's angry gaze" (1995, pp. 46-47). This has to do with relations between teachers and parents as well as teachers and schoolchildren. It is another argument for the encouragement and nurture of dialogue in the schools.

We need to believe that it is possible to go beyond, to create situations in which teachers will grasp the meaning of the "unflattering light" as parents begin to understand the roots of their discontent and the ways in which it is linked to their exclusion or their oppression. So many parents have internalized conceptions of themselves as perpetual outsiders, incompetent mothers and fathers because of what they are unable, through no fault of their own, to provide. More important than technical training, it seems to me, is the concern for nurturing parents' self-understanding as political and cultural beings with some comprehension of how the society works and what passageways they can, in dialogical relation with others around, open for themselves. Like Dewey and so many others, Freer believes it is possible to be democratic and dialogical. It is possible for parents and teachers to open to one another, to learn from one another in an incomplete world.

References

Arendt, H. (1958) The Human Condition. Chicago: University of Chicago Press.
Delpit, L. (1995) Other People's Children. New York: The New Press.
Doctorow, E.L. (1975) Ragtime. New York: Random House.
Dostoevsky, F. (1945) The Brothers Karamasov. New York: Modern Library.
Freer, P. (1970) Pedagogy of the Oppressed. New York: Herder and Herder.
Friere, P. (1985) The Politics of Education. S. Hadley, Mass.: Bergin and Garvey.
Freer,P.(1994)Pedagogy of Hope. New York: Continuum.
Kincaid, J. (1990) Lucy New York: Farrar, Straus, and Giroux.
Morrison, T. (1970) The Bluest ~ye. ~New York. Bantam Books. rr
Olsen, T. (1961) "I Stand Here Ironing," in Tell Me a Riddle. New York: Dell.
Polakow, V. and Brozo, B. (1993) "Special Section Editors' Introduction,"
The Review of Education. Vol. 15, No. 3 &4.
Sizer; T. (1984) Horace's Compromise. Boston: Houghton Mifflin.

VII. OVERCOMING THE BARRIERS TO PARENT INVOLVEMENT

"....there is a general consensus that family involvement should be a top priority for our schools. In fact, increasing family involvement is one of the most consistently supported and agreed upon school reform strategies. Despite this consensus, few have seriously addressed the logistical barriers to implementing increased family involvement. While it is easy to agree that it *should* be a priority, it is more difficult to make this vision a reality when adequate time, resources and personnel are not available." (Heather Weiss, 1996)

".... I can tell you that parent involvement is crucial to student learning and achievement. I can also tell you that building partnerships with families is not easy. Few teachers and administrators receive any pre-service training for working with parents. Also, historically there has been little to no inservice for teachers and administrators in this area. From experience, what we do know is that in order to strengthen relationships between school and home, we need to overcome many perceived and real barriers that hinder such relationships. We must learn to work together as equal partners for the good of every child that enters the doors of our places called schools. The demands that face todays family and the ever increasing diversity of families that enter our schools should serve as a challenge for us to reexamine traditional ways of involving families in the school life of their children. I believe we must devise new and novel approaches to reach and

work effectively with all families." (Lillian M. Brinkley, Principal, Willard Model School at Lakewood, Norfolk, Virginia, 1996).

*It is critical that the first obstacle that must be overcome is that of a lack of trust and respect between families and educators. A basic level of trust and respect is essential if effective collaboration is to take place.

*A strong personal outreach program, welcoming parents to schools and classrooms, and gatherings where all can share, will help to eradicate the barriers of mistrust and fear.

*New strategies such as parent centers, family support programs, and school/community partnerships need to be developed. Schools are becoming the location for health, social and educational services. Getting agencies to collaboratively focus their services to aid communities is an important step to take.

*The involvement of parents in school decision-making makes parents responsible and interested in what's happening at school.

*Schools can help strengthen the home learning environment through workshops, encouragement from teachers, voice mail communication about homework assignments, school-based resource centers and home visits. Schools can also help by showing families how to find "teachable moments" at home.

*Learning related things that families can do at home include:
leisure reading/reading together
discussion of daily events
monitoring TV
expressing affection and interest in child's academic and personal growth

*Schools must demystify educational jargon - speak clearly

*Provide transportation to conferences and programs by organizing parent carpools and provide child care during these times for siblings.

*Translate written materials. Have a person who speaks the same language make a telephone call or home visit.

*Ask "involved" families to initiate contact with other families. Involve community leaders or church leaders as intermediaries.

*Use alternative places for conferences and programs...for example, a church or community center may be a more comfortable meeting place for a family.

*Schedule conferences around the families work schedule. An early morning breakfast meeting may be more convenient than a meeting after school.

*Teacher education - both preservice and inservice- can and should prepare teachers to build partnerships with families and communities.

*Employers can do a great deal to assist employees with pre-school and school-age children by

providing flex time, educational leave time, day care and after-school and summer programs.

Heather Weiss, Director, Harvard Family Research Project, moderated a panel which included Lillian Brinkley, Principal, Willard Model Elementary School, Norfolk, VA.; Gwendolyn Cooke, Director of Urban Services, National Association of Secondary School Principals; Raymond Domanico, Executive Director, Public Education Association; Tina Gonzales, Director IS 90; and, Ayo Harrington, President, United Parents Association Inc. of NYC. This session was followed by twelve roundtables and workshops.

VIII. EMPLOYERS PROMISE: PROGRAMS AND PRACTICES THAT SUPPORT FAMILIES AND EDUCATION

"Research shows that when measuring quality of life, the characteristics of a job and a supportive work environment are as important as the number of hours an employee works". (Ellen Galinsky, Co-President, Families and Work Institute, 1996). In a survey by the National Study of Work Force, children were asked about what was important to them given that their parents worked and they responded "that my parents come home from work less wired or stressed". When parents were asked, they responded that they wanted more time with their children. The demands of work versus the obligations of personal life has become a prominent business issue. Within IBM alone, some 60 percent of the employees are part of a dual income couple; some 30 percent have children who need supervision; about 5 percent are single parents; and another 30 percent have some responsibility for caring for an elderly relative or adult.

In addition to supporting their own employees, employers are becoming more involved in community and educational issues. "GTE recognizes the importance of partnerships between employees and their families, schools and the community. In fact GTE's slogan is "It's Amazing What We Can Do Together"(Francine Riley, GTE Corporation, 1996). Many employers are offering time off to all employees, whether or not they have children in school, to participate in their school or community on a volunteer basis (to tutor or mentor a student, for example).

An example of a corporate statement written to address work and family is exemplified by John Hancock Financial Services. "The John Hancock believes that its employees are one of its greatest strengths. In recent years, the lifestyles and needs of our employees have been changing. The increase in dual-wage earners and working parents in our workforce is a trend that we believe will continue in the future, and represents a portion of our workforce that is vital to our continued success as a corporation. Recognizing that employees have responsibilities to families as well as to their jobs, the John Hancock will endeavor to provide an environment and policies that are supportive to our employees achieving their own necessary balance between work and family issues" (Les Hemmings, Director of Human Resources, John Hancock, 1996)

Southern California Edison established two important goals: 1) to be a leader in support of the issue of good parenting as a means of making a difference in the communities they serve and 2) to create a culture within the company that supports employees as parents and encourages parental involvement in their children's education. Their employees response to these goals and the strategies of implementation include improved attitudes and being more effective in the

workplace (Lynda Baker, Program Manager, Educational Services Communications, Southern California Edison).

Hemmings Motor News, a small company (110 employees) based in Bennington, Vermont, is equally committed to providing a productive balance between employees' work and home lives. HMS provides flexible work schedules, two paid personal days a year, a Dependent Care Assistance Plan to support child or after-school care or care of dependent family members and brown bag lunch meetings on a number of health and stress related topics.

Critical issues raised by this panel included:

*Employers must develop and support family-friendly policies and family care policies and lower management and support workers must begin to use these policies without fear of reduced career opportunities.

*Policies and practices that employers can adopt include:

*Flexible work arrangements
*Telecommuting
*Personal leave time
*Family care days
*Parenting seminars
*On site child care centers
*Adoption benefits
*After school hotline
*Opportunities for volunteerism
*Access to information and resources

*Potential advantages to the company include:
*Better public and community relations
*Improved morale and loyalty
*Increased employee support for quality programs
*Enhanced recruitment efforts
*Decline in absenteeism
*Increase in quality of work product
*Retention of workers
*Reduction in health care benefits
*More qualified future work force

Alan Ginsburg, Director, Planning and Evaluation Service, Office of the Undersecretary, U.S. Department of Education moderated a panel which included Les Hemmings, Vice President for Human Services, John Hancock Financial Services; Francine Riley, Practice Leader, Organization Effectiveness, GTE Corporation; Lynda Baker, Educational Services Communication Program Manager, Southern California Edison; and, Terry Ehrich, Publisher and Editor-in-Chief, *Hemmings Motor News*. All the panelists are members of the Partnership for Family Involvement for Education, an initiative of the U.S. Department of Education.

IX. PARENTS AND SCHOOLS

Introduction by Francis Rust, Ed.D., President Alumni Council, Teachers College, Columbia University

KEYNOTE ADDRESS: "From Adversaries To Allies"

Thomas Sobol, Ed.D.
Christian A. Johnson Professor of Outstanding Educational Practice
Teachers College, Columbia University

I take my text from William Gibson's A Mass for the Dead

Why art thou sorrowful, O my soul ...

I look in the other direction. Across the garden a couple of two-legged miracles are growing up like grass, boys, running naked and beautiful under our apple trees, after so strange a creation in the sewerage of the flesh, and never in all their running, to their last breath, to be out of the earshot of their mother's voice or mine. Nor will their children be. In the hour of birth each of these boys was himself, infant scowler, infant chuckler: they grow, unalike, unique, and each will alter the world minutely by some unpredictable touch, being man, the animal whose nature is to alter nature and the world. Yet I see the older boy lose his temper at the sandpile, pounding with a rock on a toy derrick that is pigheaded, and I am bludgeoning an incorrigible spike ugly as a squashed snake into a plank of this studio going up, and my young father is grim over a talentless gadget he has brought home to my mother from a sidewalk pitchman, which ends up wrecked in our garbage pail, and it is some unknown grandfather of his whose fist is pounding sense with the rock into the toy derrick. The younger boy in a naked squat is maneuvering a chink of old plank for a bulldozer, calmly making do, and in the garden my wife's father is erecting out of giant windfallen limbs a fence that will withstand earthquakes, but is only for peas to climb, calmly making do. The lives of these boys, so original to themselves will be also as unoriginal as mine seems finally, a reincarnation of the dead.

In a wink now on these two sunlit bodies the hair of the monkey will sprout, and sexuality lay its jewelled cross, and the acts of love, work, marriage, will be relived by both as I relived them under the dogma of my parents, in a long defiance, and deeply obedient: and to fatherhood each will bring his gift, his habits of the heart, inescapable as his bones. It is the only rock I see in the night that comes upon us, and how should my soul not be sorrowful?

"...and never in all their running, to their last breath, to be out of earshot of their mother's voice or mine."

What are we dealing with here?

Many of us have had so much talk these recent days. AERA, the American Education Research Association. has been holding its annual convention downtown, and we have heard or given speeches, talks, symposia, colloquia, reflections, seminars, roundtables. We have talked in our classes. We have talked at this good conference. We turn on our radio or our television and we

hear talk, talk, talk, talk, words, words, words. Enough, already. At least for a moment. Let there for a moment be a silence.

For a moment, let us listen. Go with me, for a moment. I want you to remain very still and close your eyes. Now I want you to imagine yourself much younger, and I want you to recall an incident in which your mother or your father, or someone who acted as a parent to you, is saying something to you. It can be something very important or something ordinary, something very nice or something upsetting. Whatever it was, hear it again. Remember where you were. Remember how things looked and smelled. Hear what your mother or father said.

Is it there, the voice? Can you hear it?

That's what we're dealing with. We are not talking about yet another strategy for education reform nor about a technique for raising test scores. We are not talking about the latest education fad nor about the findings of someone's new research paper. We are talking about something encoded in every cell in our bodies, something so elemental that it tides with the moon and turns with the morning sun. We are talking about the ineluctable connection of human life down the generations, not just life in general, but our lives, yours and mine, already well along in their curve toward the end. We are talking about the spoken and unspoken voices of our parents and their permanent stamp on us, and about our own spoken and unspoken voices already patterned in the nervous fibers of our children. We are dealing with parenthood, an essence of the human condition.

How dare the schools trifle with that essence?

Recently we have seen two compelling images on the television and in the papers. One is of the cat named "Scarlet," her eyes blistered shut from the fire she braved to return to the burning building, five times, once for each of her small kittens, carrying each through the smoke and blaze to safety, five of them. Messages of admiration have poured in from all over the world. Nothing is so fierce and so prized as a mother's love. The second is of the mother of the abused child, in orange pants and stringy hair, probably drug-wasted, being led off by the police for allegedly abusing her daughter to her death. Nothing is so terrifying and unsettling of nature as a mother's love betrayed.

These images underscore the power of the mother-child bond to stir awe and terror. And they remind us not to romanticize, not to pretend that child-parent relationships are always loving or pleasant. Indeed, throughout our lifespan we undergo predictable changes of feeling toward our parents -- parents are by stages a necessity, a comfort, a support, a model, a disappointment, an embarrassment, a restraint, an irritation, a companion, a burden, a sacrament. They are not always pleasant. But they are always there.

So when we talk about educating children, not to talk about their parents as well and about children's relationships to their parents and their parents' relationships to the school is not to be serious about any kind of education that counts.

Now you don't need me to tell you these things. You know them to begin with, or you wouldn't be here. And for the past two days people far more knowledgeable than I have spoken to you about the theory, the practice, and the importance of developing sound family-school-community relationships. We know what should be done, why it should be done, and how to do it.

We know, for example, that parents are children's first and most important teachers.

We know that children learn best when school, home, and community work collaboratively with one another, creating a climate of shared expectations and mutual support.

We know that for the past one hundred years or so our public schools, or most of them, have tended to shut parents out. We know that when we professionalized schools and, to some degree, teaching, we gained something, but we lost something too.

We know what James Comer taught us when he said, "Most programs designed to improve schooling fail because they do not adequately address the developmental needs of children and the potential for conflict in the relationship between home and school, among school staff, and among staff and students." Or when he said, "The key to academic achievement is to promote psychological development in students, which encourages bonding to the school. Doing so requires fostering positive interaction between parents and school staff, a task for which most staff people are not trained."

We know about the kinds and levels of parent involvement that Joyce Epstein has so neatly categorized in her work.

We know what parents can do at home and in school to help children learn, and we know what school people can do to reach out to parents and involve them as genuine participants in their children's learning.

We know of the wonderful, effective programs designed and conducted by people like Don Davies, Heather Weiss, Ellen Galinsky, Ayo Harrington, Lottie Dobson Shannon, Mildred Winter, Bob Wilson, Hope Leichter, Sherry Giles, and a host of others whom I hope I do not offend by not mentioning.

We know of the quiet, unsung work done together by teachers and parents every day in all kinds of schools and settings, in the cities, in the suburbs, in rural communities.

We know all of this, and we rejoice in it. But we also know that it is not enough.

For every school where parents are made to feel welcome, there are ten schools where the doors are locked when children enter and visitors must report directly to the principal's office, if they dare to enter at all. For every school where teachers and parents are partners, there are ten schools where the teachers tell the parents to bug out and let them do their jobs. For every school where the staff reaches out and makes connections with parents and the community, there are ten schools where the teachers come in the morning, do their thing in the classroom and leave the neighborhood as soon as school is out in the afternoon.

As with many other aspects of the putative reform movement under way in America's schools - and this again is not an ordinary part of that movement - we have not been able to take the sound theory and promising practices we have piloted and bring them up to scale. Across the country, virtually in all states and in communities of all kinds, parents have demonstrated again and again that they are no longer willing to leave their children's education to a remote bureaucracy. They will be part of the action whether the form is parent choice of schools, or site-based decision-making, or vouchers, or charter schools or home schooling or just plain more to say

about curriculum priorities and school life. Parents are reasserting their historic role as trustees of their own children's education.
And the public schools, I am sorry to say -- not all the public schools, but the public schools in general -- just don't get it. (Nor, by the way, do some private schools, where despite the ostensibly greater role of parents, the school staff still regards them as people to be placated and kept out of the way.)

Why is this so? Why have so many schools been reluctant to open their doors to parents when all can see the benefits of parent choice and involvement in Catholic schools, in many independent schools, in public schools of smaller scale and choice? Let's look first at what the skeptics say.

Some say that a large mass of parents, especially in the cities, don't care about education They are uneducated themselves, hostile to schools, disrespectful of teachers, and typically leading lives too disorganized and self-centered to care about their children's formal education. Some, they say, are strung out on drugs or engaged in illicit activity and generally dysfunctional.

I believe that there <u>are</u> parents who are relatively uneducated, hostile to schools, disrespectful of teachers, living lives of frenetic desperation. And yes, some of them are dysfunctional. But they are by no means the majority. One of the blessings of my tenure as Commissioner was the opportunity it gave me to talk to parents and teachers and students in all kinds of places and circumstances, and from that experience I <u>know</u> that the overwhelming majority of parents, including parents living in concentrated poverty in our cities, value their children's education, want it to go as well as possible, and are willing to extend themselves to great lengths to be helpful if given half a chance. That some may be unable or unwilling to help is no excuse for refusing the many opportunity to do so.

Some skeptics say that many of the parents who <u>do</u> wish to be more involved lack the skills and knowledge to do so effectively. That, they say, is why we have professionally trained teachers.

I have enormous respect for professionally trained teachers; indeed, these days I spend my time helping to educate them. Without them, we can do next to nothing. But l submit that the most unlearned parent has an valuable contribution to make to the education of his or her son or daughter. Parents know when children are connecting well to their school experience and when not, and they can share this information with teachers. They can support the work of the school by attaching importance to it in the home. They can talk with their children about school-related matters. And where more skill or knowledge could be helpful, they can be given the opportunity to acquire it. l shall never forget my visit to the after-school center in downtown Buffalo, where mothers and children sat side-by-side at computers, learning to use the computers while learning to do the mathematics.

Some skeptics say that all that parents want, and especially what parent organizations want, is more power. The whole "parental involvement" movement, they say, is a power grab.

I say, of course it's a "power grab," if that's the kind of language you want to use. Why shouldn't it be? For most of the past century the professionals and the bureaucracy have held the reins, and we are no longer satisfied with the results. Parents are demanding a role that was traditionally theirs for most of human history. It is their natural right to have it.

Finally, some skeptics say that it would be folly to turn the schools over to uneducated parents, that we would be inviting corruption and chaos and the decline of civilization.

I say, first, that unhappily there seems to be enough corruption to go around, and, second, that we don't have to worry about chaos because even if, as I don't believe, parent rule could cause it, no one is proposing that we "turn the schools over" to uneducated parents. What we are proposing is a genuinely collaborative role for parents, in partnership with teachers and school administrators, with all the safeguards of law and public scrutiny.

There are, of course, reasons beyond skepticism why many schools have been reluctant to embrace the movement toward greater parent participation. Our democratic public school system is large and complex, and the authority to run it is highly decentralized. While this is probably a good thing in the long run, it does make change much more difficult than in, say, a large but essentially autocratic business or military organization. Furthermore, the culture of the school is remarkably resilient and resistant to change. Most of us have attended schools and have internalized notions as to how they should be run. That is one reason why an elementary school in the South Bronx is apt to look more alike than different from a school in Alaska, even though the governance systems are entirely separate and the school staffs have never talked to one another. The school repeats itself- generation after generation. The stable school culture ingests one "fad" after another into its giant maw, burps, and goes on about its business as usual. And alas, in some neighborhoods in our country, there has been a breakdown of civilized community as we know it and the school cannot thrive there even as an oasis unless attention is paid to rebuilding the community around it.

But these legitimate difficulties are no excuse for not doing what we can. So in the remainder of this talk let me describe briefly a few of the things I think we need to do if we are to restore parents' rights and harness parents' power to the reform of our schools.

First, I think we need a more spacious vision of the mission of the school. The National Goals for Education attempt to provide it, but the day-to-day rhetoric and most of the measures of progress are focused on academic achievement. (Witness, for example. the recent meeting of the nation's governors, whose sessions were devoted to the need for higher academic standards.) I am not opposed to higher standards. (Is any one here in favor of lower standards?) I think we have been selling too many kids short by not demanding enough of them. We need to set higher standards and do more to help all students meet them, but that alone is not enough.

Throughout American history, the job of the schools has been to make children good as well as smart; prepared to be good citizens and responsible family members as well as skilled workers and good test-takers. Until relatively recently, schools were concerned with character as well as competence. Today we are neglecting a large part of that tradition. The question should not be only "How can we improve academic achievement?", as important as it is that that question be raised and pursued. The larger question is, "How can we raise and educate our children better?" As soon as we phrase the question that way, we must make judgments about the kind of people we want our children to become and about the school's role in creating an environment in which the shared non-partisan, non-sectarian values of our culture may be learned along with academic competence. And as soon as we raise the question that way, we understand the impossibility of achieving the mission without the positive involvement of parents. "How can we raise and educate our children better?"

Second, we need to change the professional service-delivery culture of the schools to one of collaborative endeavor by students, teachers, parents, and other staff. You change the culture through structural change and education. I'll speak of structural change in a minute The education must be for all parties and come on all fronts. Students must continually be shown that their growth and learning come as a result of their efforts -that they are the workers who must create achievement, that teachers and parents cannot achieve it for them. Persons preparing to become teachers and principals must learn more in their professional training programs about the importance of an active parent role and how to achieve it, and teachers and principals now in service must be given opportunities to learn how to work collaboratively with parents in a wide variety of situations. Parents
must become informed about their rights and responsibilities, and be given opportunities to learn "the codes of power" and the other knowledge and skill they need to work effectively with their children and with school personnel. All of this takes time, of course, and, to a certain degree, money. But we have all the time there is, and, I would argue, we have the money, if we are willing to redirect a very small portion of the funds we expend now.

Third, we must acknowledge that a large and growing number of our parents come from backgrounds different from the white majority, and that if they are to become true collaborators with the schools, school culture and the relevant minority culture must find ways to accommodate to each other on mutually respectful terms. I have been part of this debate for a long time, and I know that many majority people go bananas when they hear attention being urged to ethnic, racial, linguistic, or cultural differences. ("This is our country -- if they want to live here, let them adapt to the melting pot the way our grandparents did!" Or, "Why do you always see things in racial terms? This is supposed to be a color-blind society.") Well, I don't think we are a color-blind society, and I don't think we can become one by pretending that we are one. But this is not the time to reopen that discussion. Let me simply say that it is quite clear to me that this is one nation, indivisible, and that all of us Americans, no matter what creed or color, are part of the ongoing creation of a democratic society, that we share ideals and traditions that unite us and that are the envy of much of the world, and that we are all in the same boat, sharing a common destiny. But let me also say that, for whatever historical reasons, culture and ethnicity continue to be defining attributes for many Americans, and that you cannot enter into a genuine partnership with people unless you are willing to try to understand them and meet them partly on their own terms. The blunt fact is that most of the parents in our large city school systems are people of color. They hold a wide range of attitudes toward identity and diversity, as do whites, and if we are all going to work effectively together we'd better get the conversation going and come to understand each other better.

Fourth, we need to continue the effective programs and practices that are under way now. It is true that we have trouble spreading them or "bringing them up to scale," but they serve as powerful exemplars of what can be done. We need to do more to document them and to spread the good news that they create.

Fifth, we need to take fuller advantage of the opportunities now presented by certain laws and regulations. Here in New York City, for example, Federal, State, and local policy calls for markedly increased parent participation in school-based decision-making. But while a few schools are making a good go of it, in most places the opposition or inadequacy of the administration or the teachers union, or the sheer inertia of the situation, have prevented significant gains. The structural changes that have been made, while not dramatic, do open the door to new possibilities. We must now provide the training and oversight that are needed to

give them full effect.

Finally, we must lace our boots, cinch our packs, and set our sights on the long haul. Changing the culture of the American school is a mammoth undertaking. It cannot be accomplished within the span of a single administration or even perhaps, a single lifetime. As I tell my students, the policy clock and the education clock are not synchronous. We have a long way to go. and some of us may not see the end. But that doesn't mean that our small efforts don't count They are, in fact, all that we have to keep us moving.

Honor thy father and thy mother; that thy days may be long in the land which the Lord thy God giveth thee.

No strategy in the current reform movement, no National Goal of Education, is so rooted in the soil of our tradition. We dare not disobey.

X. MODELS OF EFFECTIVE FAMILY INVOLVEMENT IN CHILDREN'S LEARNING

Seven models of effective family involvement practices were presented. Thomas Sobol, Christian A Johnson Professor of Outstanding Educational Practice, Teachers College, Columbia University moderated the session.

1) **PARENTS AS EDUCATIONAL PARTNERS (PEP): Grandview, MO School District.** Presented by Carole Kennedy, President, National Association of Elementary School Principals, Principal, New Haven Elementary School, Columbia, MO.

Parents as Educational Partners (PEP) began in the Fall of 1987 in the Grandview Missouri School District. This program centers around the need for the school to accept responsibility for establishing communication between the home and the school and assumes that parents hold common goals for their children regardless of social class, race, national origin or level of income. Central to the program, which serves children through grades three, are home visits made by a home/school coordinator and by the child's classroom teacher and principal. During these visits, school staff assists parents in implementing strategies and activities learned at instructional meetings held at school. Computers with the appropriate reading or math software, are also available to parents to take home for several days during the year.

The goals of this program included:

* 95% or higher average student attendance at school
* Improved parent perceptions of the school
* Achievement in reading and math at or above grade level

PEP was presented by Carole Kennedy, President Elect, National Association of Elementary School Principals (NAESP).

2) SCARSDALE PTA: Scarsdale, NY. Presented by Malula Gonzalez, President PTA, Scarsdale High School, Scarsdale, NY.

The PTA operates on a high level in Scarsdale, New York. Many parents are willing, even eager, to devote time to the PTA and have developed networking between parents, teachers, and administrators to help maximize these efforts. The existence of the variety of activities listed below offers parents the opportunity to become involved in something of particular interest to them. Some of the significant programs established this year include:

* Establishment of a "Critical Thinking Library"
* A two-week Science Celebration
* A Learning-to-Look art appreciation curriculum
* An array of cultural arts programs
* A (dis)abilities awareness program

This program was presented by Florie Wachtenheim, PTA president of the Fox Meadow Elementary School, Scarsdale, New York.

3) PARENT INVOLVEMENT PROGRAM:Willard Model Elementary School: Norfolk, VA. Presented by Lillian Brinkley, Principal, Willard Model Elementary School, Norfolk, VA.

The Parent Involvement Program at the Willard Model School At Lakewood supports a variety of activities that involves parents, grandparents and other significant guardians at all grade levels in a broad range of roles. These programs revolve around a Parent Center that serves as the heart of the parent involvement model. A parent technician, who is knowledgeable about the community, works with staff and other community agencies to increase the involvement of parents at school and in learning activities with their children at home. Home visits by Parent Activity Leaders and teachers share community resources with families as well as learning materials, and books for a home library. Family Learning Nights are held monthly where parents and their children work together on curriculum activities. Curriculum review workshops are held every nine weeks to help parents understand curriculum content. Conferences are encouraged any time and are scheduled four times a year. The District Homework Hotline allows students and parents to know and get help with homework assignments. PAL Telethon is a committee of parents who call other parents to promote school activities and enhance parent-to-parent communication. Infoline is a service sponsored by a local newspaper and department store that allows each teacher to record messages, make requests or assign homework. Parents and students can access information by using an assigned teacher code.

In addition, the Parent Center provides:

* A place families can call their own

* Information for families about how to support their child's learning

* A lending library

* Parent training and workshops which include: effective parenting; how to help your child with study skills and home work; financial planning; stress management; information on health care and discipline seminars.

4) SCHOOL FOR THE PHYSICAL CITY, NEW YORK CITY. Presented by John Jay Iselin, President, The Cooper Union for the Advancement of Science and Art.

Creating strong schools through partnerships was at the core of the "New Visions" Schools Project when it was launched by the Fund for New York City Public Education in 1993. As a strategic, citywide initiative of 14 collaborative alliances, the "New Visions" program sought to answer the need for smaller, responsive educational models. It was out of this initiative that the School for the Physical City (SPC) was born. SPC utilizes the "learning expedition" as a model for guiding teams of students to explore and create new domains of discovery. This project-based model invites students to examine, question, analyze and imagine while using the physical urban environment as an enormous, animated encyclopedia. Cooper Union students serve as tutors in science, math, reading and writing, making weekly visits to the school to work with SPC students one-on-one and the Cooper faculty make research resources available to teachers. The School/Family Partnership is an active and vibrant force in the SPC model. Families serve on committees such as the Executive Committee and the Curriculum Committee which address global school issues, and smaller ad-hoc committees, such as the Gym Floor Committee, which address specific projects. SPC provides easy access for parents to work closely with the staff and they are constantly working together on team building efforts to strengthen communication and partnership.

This model was presented by John Jay Iselin, President, The Cooper Union for the Advancement of Science and Art, New York City.

5) THE PARENT PROGRAM OF THE SCHOOL DEVELOPMENT PROGRAM: Yale Child Study Center: New Haven, CT. Presented by Angelique Arrington, Consultant for the School Development Program at the Yale Child Study Center, New Haven, CT.

"The School Development Program (SDP) views parental involvement as the cornerstone for success in developing a school environment that stimulates the total development of its students" (Dr. James Comer). The SDP model, started in 1968 in two pilot schools in New Haven by Dr. James Comer -- the Maurice Falk Professor of Child Psychiatry at the Yale Child Study Center -- is now in over 600 schools around the country. The program seeks to bring the home, school and community together to create a nurturing environment for children. There are three parts to the program: 1) a governance team of staff, parents and school principal to manage the school improvement plan; 2) a mental health team composed of the guidance counselor, social worker and support staff; and, 3) a program for parents that involves them in the classroom, in social programs and attending parent-teacher conferences. What differentiates the SDP parental involvement model from other models is the first part of the program -- governance. Once parents are actively engaged in decision-making for the entire school, their representatives on parent subcommittees and the PTA or PTO can encourage more and more parents to become involved. This program was designed primarily for schools serving low-income, minority students in urban or rural areas where the families are disinfranchised from the school and community.

The SDP model:

* Builds on trust and openness through regular and positive phone call and memos, home visits and networking through community organizations.

* Plans carefully in order to most effectively use parents' expertise. Staff and parents must collaborate with administration in making decisions about which parents serve in what capacity in the school.

* Empowers parents by encouraging and supporting their participation in all three levels of involvement and supports their desire to help the school shape the development of their children.

* Provides continuous monitoring, assessing and modifying of programs and roles as necessary

6) PARENT LEADERSHIP PROGRAMS: The ASPIRA Associations, Inc. Presented by Julia Howell-Barros, Manager, Parent Leadership Programs, The ASPIRA Association, Inc., Washington DC.

The ASPIRA Parents for Educational Excellence Program (APEX) reaches out to Latino parents who desire to become involved their children's education but may not know where to start. The main goals of APEX are to train parents to improve education in their communities and become advocates for their children and to help them mobilize other parents to join in these efforts. APEX is located in six cities around the country - Chicago, Philadelphia, Miami, New York City,

Newark and Bridgeport, CT as well as Rio Piedras, PR. The basic components of APEX are a series of workshops which include:

* Self esteem
* School structure
* Why is education important
* The importance of communication
* The home connection
* Involvement with schools
* Organizing parent networks
* Group dynamics
* Becoming an effective facilitator

Train the trainer model follows these initial workshops with graduates conducting the workshops themselves. Each parent recruits at least five additional parents and with the assistance of a facilitator's manual, they organize meetings, presentations and group interaction. One-on-one technical assistance is also offered when families need:

* Assistance in talking to school administrators/writing letters
* Assistance with the English language
* Encouragement for parents wishing to continue their own education

As a result of the APEX model, parents have become elected to local school councils as well as serving on various parent leadership committees.

7) PARTNERSHIPS FOR STUDENT SUCCESS. Presented by Don Davies, Founder, Institute for Responsive Education, Northeastern University, Boston, MA.

The Center on Families, Communities, Schools & Children's Learning has spent years of research and work in schools to learn about why school partnerships with families and communities are important and how to make them work under various conditions. The following recommendations, which flow from research and experience will help schools begin to develop a culture of collaboration:

* Adopt clear written policies on school-family-community collaboration and back up the policies with direct support.
* Align personnel policies with the district's commitment to collaboration

* Prepare school staff and parents to work collaboratively

* Involve family members as full partners with real decision-making responsibility

* Develop agreements with social service and health agencies to provide services for students and their families

* Use multiple approaches to school-family communication

* Increase opportunities for students to learn at home and in the community

* Set up parent/family centers in every elementary, middle and high school

* Expand parent choice within the public school system and provide good consumer information

* Create planning and problem-solving teams

THE PARTNERSHIP FOR FAMILY INVOLVEMENT IN EDUCATION

"Better Education is Everybody's Business"
U.S. Secretary of Education, Richard W. Riley

The Partnership's mission is to promote children's learning through the development of family-school-community partnerships. More than 700 family, school, community, employer and religious groups comprise the Partnership. They have come together to support student learning to high standards. These Partners represent a growing grassroots movement across this country organized into four areas:

* "Family-School Partners for Learning" supporting home -school partnerships.

* Family partners strengthen schools through at-home activities including encouraging reading, monitoring homework, making sure their children are prepared and attend school; and through at-school activities including attending school conferences and asking for challenging coursework.

* School partners support families' expectations for their children's education, reach out to parents as partners, offer parents help, and are accessible when parents are available.

* "Employers for Learning" adopting family and student friendly business practices, such as providing leave time to attend parent conferences and volunteer in school, and providing parent training and child care.

* "Community Organizations for Learning" supporting learning communities through organized before and after school and summer activities, helping to make streets safe for children, and supporting supervised recreational activities.

* "Religious Organizations for Learning" providing parent education programs, sponsoring cultural programs, making their buildings available for organized activities and supporting out-of-school learning.

As the partnership grows, special projects support family involvement and student learning across communities:

* READ*WRITE*NOW!, a national initiative with an intensive summer component to encourage children's reading and writing with a reading partner 30 minutes a day.

* *America Goes Back to School: Get Involved!* encourages every American to go back to school each fall to share their talents and experiences. Taking the challenge means addressing local educational concerns on a continuous basis and making a year-long commitment to learning.

* Additional activities support the partnership through conferences, publications

and on-going communication, including newsletters and the upcoming "Partners for Learning" Internet Home Page.

If your organization wants to join the Partnership, send a letter to: Partnership for Family Involvement in Education, 600 Independence Ave, SW, Washington, DC 20202-8173.

GOLDEN APPLE AWARDS 1996:

Last April, WORKING MOTHER magazine joined Teachers College at Columbia University and the Family Involvement Partnership for Learning as sponsor of the 1996 Golden Apple Awards for innovation in promoting parental involvement in education. These honors were presented at a two day conference called *A New Understanding of Parent Involvement family-Work--School* held at Teachers College, Columbia University, in conjunction with the U.S. Department of Education

"The Golden Apple Awards gave us the chance to recognize the efforts of working moms, schools,organizations and corporations that understand how important parents are in their children's education," says Judson Culbreth, Editor-in-Chief of WORKING MOTHER. The recipients included working moms, schools, community organizations and companies:

* **Winter Indoor Recess Program** in Montclair, New Jersey, was founded by working mothers Barbara Taibi and Joann Scher.

* **The Center for Family Involvement in Schools** features Family Math, Family Science and Family Tools & Technology programs developed at Rutgers University in New Brunswick, New Jersey, by Arlene S. Chasek.

* **Travis Middle School** in McAllen, Texas, serves mostly low-income local and migrant Mexican-American children. It has established a program that sends teachers to visit parents in their homes and encourages them to participate in school projects.

* **BE&K Engineering & Construction Company** is headquartered in Birmingham Alabama. The firm invites employees to become involved in its **Adopt-A-School** program: BE&K staff act as tutors, mentors and skilled handymen, using their construction skills to repair plumbing, patch a roof or build a soccer field. In Columbus, Mississippi, BE&K staffers volunteered free time to help create a new school library. BE&K also offers on-site child care and time off to employees to attend school functions.

* **Ridgeview, Inc.,** a hosiery and sock manufacturer, is located in semi-rural Catawba County, North Carolina, where the highest percentage of working mothers in the country is found. With assembly-line jobs, these moms (as well as the dads who work there) find it difficult to take time off to visit their children's schools. So guidance counselors from the Newton-Conover City Schools come to the factory once a month, spending 15 minutes with each parent. Ridgeview also offers workers who have been with the company five years or more paid vacation days to go on school field trips with their kids. Since the plan went into effect, there have been no truancy or absentee problems because "if a child is absent we call the parents immediately," says Susan McGee, head of guidance for the Newton-Conover Middle School, and herself a working mother. "We have permission from the company to contact parents by phone anytime during the working day if a problem comes up. Another bonus has been the involvement of fathers. "When a parent comes to see a teacher at school, usually it's the mother," according to McGee. "But when we go to the plant, we get to see both parents." One father said that when he met with a counselor at the plant, it was the first time he had ever talked to anyone from his youngster's school.

* **Mattel, Inc.,** a toy company that's been a national advocate for parental participation in education, offers its own employees 16 hours paid leave per year to spend time in schools. They also have invested $2 million in **Hand in Hand**, a national awareness campaign that promotes the benefits to children, parents, communities and companies of increased parental involvement in education. They sponsored the first "Take Our Parents to School Week," in November 1995, which included special parent-children activities, parent-information fairs and breakfasts for grandparents.

* **The Allen County, Indiana, Mega-Skills Program: Parent Education from the Workplace to the Community** offers workshops to parents on how to raise confident, responsible, caring children. Focusing on teaching parents how to spend time constructively with their children, it encourages parental involvement in homework, reading and other educational activities. The sponsor, the Workforce Development Division of the Greater Fort Wayne Area Chamber of Commerce, conducts parenting workshops in churches, social service agencies, businesses, schools, women's shelters and the local YWCAs.

* The **ASPIRA Parents for Educational Excellence Program,**directed by the national ASPIRA Association, teaches Puerto Rican and other Latino parents about the educational system so they can become better advocates for their kids.

* **Project Parents, Inc.,** developed by Jeanne Belovitch in Boston, creates libraries in Boston housing projects and provides programs to strengthen the skills of economically disadvantaged families so they can take a meaningful role in their children's education. With the support of several corporations, including John Hancock Financial Services, trainers are preparing 30 volunteers to lead workshops that will teach Boston parents how to read with their children at home.

In addition, two special awards for outstanding service were presented.

* **Champions of the American Business Collaboration for Quality Dependent Care (ABC)) for the Bridge Project.** The companies who participated include Aetna, Allstate, American Express, Amoco, AT&T, Bank of America, Chevron, Citibank, Deloitte & Touche LLP, Eastman Kodak, Exxon, GE Capital Services, Hewlett-Packard, IBM, Johnson & Johnson, Mobil, NYNEX, Price Waterhouse LLP, Texaco, Texas Instruments, and Xerox.

* **Youth Guidance: Chicago Corner School Development Program,** directed by Vivian Loseth, involves parents in 11 Chicago public elementary schools. Special recognition goes to **James P. Comer, MD, Maurice Falk Professor of Child Psychiatry at the Yale University Child Study Center,** who originated the School Development Program for families in low-income urban areas

CONFERENCE PRESENTERS

Biographical Summaries

Rosa Agosto
Director of Community Schools, The Children's Aid Society

Since 1992, Ms. Rosa Agosto has directed The Children's Aid Society's Community Schools in Washington Heights, New York, which combines innovative academic and cultural programs in schools open all day, all week, year-round. She is responsible for planning, implementing, and supervising the day-to-day operations of Community Schools I.S. 218 and P.S. 5 as well as the first local replication sites, I.S. 90 and P.S. 8, in the same neighborhood. She is also responsible for directing the Community Schools Technical Assistance Center which provides information, training and support to other schools. community organizations and policy makers interested in creating community schools based on The Children's Aid Society's model. Ms. Agosto holds an M.Ed. in Education and Sociology from Teachers College, Columbia University. and an M.A. in Educational Psychology from New York University's School of Education, Health, Nursing and Art Professions. She is certified in psychotherapy and in rehabilitation counseling, and has practiced individual and family therapy. Ms. Agosto has directed adult services, coordinated interdisciplinary treatment, administered day treatment programs, and was an Applied Behavior Specialist and an Assistant Research Scientist.

Marilyn M. Aklin
Executive Director, National Parent Center, National Coalition of Title I/Chapter I Parents

Founded in 1973 by fifty parents, The National Coalition of Title I/Chapter I Parents helps parents to become actively involved in their children's education. In 1976, The Coalition established The National Parent Center, which serves as a valuable clearinghouse for information concerning the education of disadvantaged children. Ms. Aklin has extensive experience working with equal education opportunity programs. She has worked with the federally funded TRIO Programs: Upward Bound, Student Support Services, Educational Talent Search, Ronald McNair Postbaccalaureate Program and Educational Opportunity Center. She is the recipient of a Master's of Public Administration and a Bachelor's of Art degree in Political Science from the University of South Carolina. In addition to her TRIO experience, Ms. Aklin also worked with the South Carolina Commission on Women doing legislative research.

Angelique R. Arrington
Consultant, School Development Program

Angelique R. Arrington is a doctoral candidate in the School of Education at New York University in English Education. She is a consultant to the School Development Program at the Yale Child Study Center. She has served as a design team member on one of eleven NASDC teams, the ATLAS Communities Project (Authentic Teaching, Learning and Assessment for All Students), a national school restructuring initiative. This is a partnership between the Coalition of Essential Schools at Brown University, Education Development Center of Newton, MA, Project Zero at Harvard University, and the School Development Program at Yale University along with the school districts of Gorham, ME; Norfolk, VA; and Prince George's County. She is a

contributor to the Adult Learning and Professional Development Working Group for the ATLAS Seminar (the research branch of the ATLAS Communities Project). Ms. Arrington was formerly an Associate Dean of Admissions at her alma mater, Wesleyan University. She has worked with school administrators, faculty, parents, and students around issues of access and equity and has served on task forces and advisory boards focused on education and race relations. On the elementary and secondary levels, she has focused on education and race relations. On the elementary and secondary levels. she has designed and taught an Afrocentric interdisciplinary curriculum, provided individualized language arts instruction to incarcerated juvenile males, taught a gifted second grade class, and directed a special reading program for third through sixth graders. She was an Adjunct Literature and Composition Instructor at Medgar Evers College and Brooklyn College. She received a Coca-Cola Graduate Fellowship to co-design and implement a mentoring program—Project MUST—for urban high school students interested in exploring the concept of teachers as community leaders. This program is sponsored by New York University and the New York City Board of Education. She has facilitated and presented several panels on mentoring and college opportunities. She presented a paper, "Can Organizational Restructuring Impact Classroom Change?" at the 1995 annual AERA conference in San Francisco. She was a facilitator for a conference session, "Personalization in Practice: The Challenges and Rewards of Making It Work" at the Coalition of Essential Schools 1995 Fall Forum.

Lynda Baker
Program Manager, Educational Services and Communications, SCE

Lynda Baker is the Educational Services communications program manager at Southern California Edison. Since joining Educational Services three years ago, she developed the internal component of Edison's family involvement initiative. She worked with other departments to package new and existing company programs that encourage employees to participate in their children's education. Edison also is a strong supporter of family involvement programs in schools and communities throughout its 50,000-square-mile service area. The Educational Services Department directs funds and other resources to proven successful parenting programs, such as the Parent Institute for Quality Education and the Center for the Improvement of Child Caring. To date, more than 7,500 parents have benefited from Edison-sponsored classes. As a result of this two-pronged approach to promoting family involvement in education, Edison is recognized as a family-friendly corporate leader. CEO John Bryson was invited to speak at the White House Conference on Working Families in the New Economy held in Portland, Oregon, last June. Lynda is representing Southern California Edison on the Department of Education's in Employers for Learning executive committee.

Sylvia Barsotti
Senior Editor, Family Circle Magazine

Sylvia Barsotti is currently Senior Editor at Family Circle Magazine and Editor-in-Chief of Family Circle's Holiday Crafts, a Gruner & Jahr special interest publication. Her work at Family Circle has earned an Educational Press Association of America Distinguished Achievement Award in 1991, 1992, and 1994 and also a Benjamin Fine Award in 1990. 1993 and 1995. Sylvia graduated from Drew University with a Bachelor's of Arts in English Literature and History. She attended St. Claire's Hall at Oxford, England, during a year abroad and has graduated New York University's Center for Magazine Publishing certificate program. A mother of three children, Sylvia has served on the Executive Board of the Hasbrouck Heights PTA for the past six years. She is a member of the American Society of Magazine Editors, an Alumni

Admissions Counselor at Drew University, appointed to the Board of Visitors at Drew University and is presently Vice President, Communications, New York Women in Communications.

Cynthia Bing
Past President, Parents League of New York City ,

Cynthia Bing is a past President and current Head of the School Advisory Service of the Parents League of New York, a service and resource organization for families and schools. A trustee of The Day School, NY. Phillips Academy, Andover, MA and Connecticut College, she has also served on the board of Prep for Prep and as a member of the National Association, of Independent Schools (NAIS) Trustee Committee.

Martin J. Blank
Senior Associate, Governance Programs

Martin J. Blank is a Senior Associate at the Institute for Educational Leadership where he works to support communities and states, pursuing collaborative strategies to enhance the well-being of children, families and communities. He is the Managing Partner for the Together We Can Initiative, a new effort to build community capacity to collaborate toward better outcomes for children, families and communities. He served as the Chair of a joint Department of Education/Health and Human Services (HHS) study group which developed a guidebook on services integration, entitled *Together We Can: A guide for Crafting a Profamily System of Education and Human Services*. He assisted in writing *What It Takes: Structuring Interagency Partnerships to Connect Children and Families with Comprehensive Services*,published by the Education and Human Services Consortium, a loose-knit coalition of 24 national organizations dedicated to building linkages between the education and human services systems in order to deliver comprehensive services to children and families. Marty also served as the Project Director of IEL's Community-Based Services Integration Planning Initiative funded by HHS. This initiative grew from his participation in IEL's Collaborative Leadership Development Program which has been working in five cities, Washington, DC, Flint, Fort Worth, Kansas City and Tucson, to engage community leaders in a leadership development and collaborative problem solving process designed to change the manner in which services are delivered to children and youth. He has extensive experience in the District of Columbia. He is presently offering technical assistance to the Safe School Collaborative which is supporting a violence prevention program in the DC Public Schools. He also is Chair of the Management Team of the Early Childhood Collaborative in the District of Columbia. Marty provides short-term technical assistance on collaborative leadership, government and service delivery including, for example, the School and Human Services Redesign Initiative in Minneapolis Hennepin County, Minnesota; the Montgomery County, Maryland Local Collaboration Council; the United Way Mobilization's for Children in different cities; the Child Opportunity Zones Initiative of the Rhode Island Department of Education; Even Start Program Coordinators from states across the country. Mr. Blank has a B.A. from Columbia University (1965) and a J.D. from Georgetown University Law Center. He served as VISTA Volunteer from 1965-67.

Robert Block
Director, Strategic Alliances, The Educational Publishing Group, Inc.

Mr. Block's role is to plan and implement a strategic alliance strategy for the Family Education Network to attract content, marketing, distribution, and financial partners in the development and support of this unique online service for families. He is also responsible for managing the process to build a community component for the Family Education network that leverages EPG's relationships with the American Association of School Administrators (AASA) and leading national family membership organizations with local chapters.

Lillian M. Brinkley
Principal, Willard Model Elementary School

As a teacher and school administrator, Lillian Brinkley has served children of the Norfolk Public School System for 37 years. She holds a B.S. and M.S. degree from Virginia State University with post graduate studies at VPI, Norfolk State University and Old Dominion University. Her career as an educator includes classroom teacher, demonstration teacher, reading specialist, instructional leader, helping teacher, and princiipal. In 1984, Willard School was selected as the only Model Elementary School in the state of Virginia and serves today as a model of innovative instructional programs. Under her leadership, Willard has received many national recognitions, including the Excellence in Technology Award of the International Technology Education Association and Selection as one of the 13 "Basic" Schools by the Carnegie Foundation for the Advancement of Teaching. Ms. Brinkley was elected and served as President of the 26,000 member National Association of Elementary School Principals.

Diana Townsend-Butterworth
Author and Member, Executive Committee, Alumni Council, Teachers College, Columbia University

Diana Townsend-Butterworth has been actively involved in education for more than 20 years as a teacher, administrator, educational consultant, education writer and parent. She graduated with honors from Harvard-Radcliffe and took a Master's in Psychology at Teachers College, Columbia University. Townsend-Butterworth's research on "Readiness for Early Childhood Schooling" was included in a collection published by New York University Press, *Handbook of Clinical Assessment of Children and Adolescents.* The collection was chosen as the main selection of the Behavior Science Book Club in 1988. Her book *Your Child's First School* (Walker 1992) was honored by Parents Choice Foundation and excerpted in more than 150 newspapers across the country. Her most recent book *Preschool and your Child: What You Should Know* was published by Walker in October 1995. Townsend-Butterworth's articles have been syndicated by the New York Times, Universal Press Syndicate, NEA and the Scripps Howard News Service. Her work appears regularly in a variety of national magazines and newspapers. Articles written by Townsend-Butterworth for Back-To-School issues of Family Circle Magazine won Honorable Mention in the Benjamin Fine Awards for outstanding education reporting sponsored by the NASSP in 1993 and 1995. Townsend-Butterworth has spoken on educational panels and served on school evaluation committees. She lectures and gives seminars and workshops on child development, effective parent practices and parent/school partnerships. She has been reviewed on national radio and television and by leading newspapers and magazines including: The Washington Post and The Daily News, and Child and Parents. Townsend-Butterworth began her career as a teacher and became head of a

Junior school where she was responsible for setting goals, planning curriculum, recruiting and training teachers, and counseling parents. Townsend-Butterworth is currently researching and writing a book on partnerships between families and schools. She is the mother of two children and an active volunteer at their schools.

Frederick C. Calder
Executive Director, New York Association of Independent Schools

Fred Calder has been Executive Director of the New York State Association of Independent Schools since 1986. He was Headmaster of Germantown Friends School in Philadelphia for 16 years and of The Town School in New York City for five. He began his career in education at the Belmont Hill School in Massachusetts. A graduate of Harvard College and the School of Education of Harvard University, he is currently Chairman of the Board of Trustees of Northwood School and of the New York State Coalition for Nonpublic Education.

Gwendolyn J. Cooke
Urban Services, National Association of Secondary School Principals

In her 25 years as an educator, Dr. Gwendolyn Cooke has demonstrated a visionary capacity to create and foster quality programs that serve all aspects of student's well being. Principal of Baltimore's William H. Lemmel Middle School from 1982 to 1991, she designed an advanced academic program to enlarge the capacities of the gifted, and a special education program to sharpen the skills and self image of the learning disabled. To build a sense of personal and ethnic pride for students, Dr. Cooke had students to name each floor and common area of the school for a notable African American. Lemmel teachers stimulated an appreciation for the contributions of African Americans to our culture by engaging students in various special projects with sponsors from throughout Maryland and other states on the Atlantic Seaboard. Partnerships with Boston Equalens, R, M & D (the largest advertising firm in Maryland), United Artists Cable and Harkins Associates resulted in students' academic growth, improved attendance and cultural enrichment. For her innovative and pioneering work, Dr. Cooke was named Outstanding Principal of the Year by the Greater Baltimore Committee in 1985. The number of awards that she has received for civic services is impressive. Among those she prizes most are those from the local and national offices of the NAACP and Delta Sigma Theta Sorority, Inc. Other organizations to honor her for her outstanding contributions include the African American Heritage Society, the National Technical Association, Emmanuel Christian Community Church, The Baltimore Junior Academy for Arts and Letters, Towson State University's Office for Minority Affairs, the Baltimore City Council, the 44th Legislative District in Maryland and the Afro-American Newspapers, who cited her as one of the Ten Women to Watch in the 1980's. Dr. Cooke received her B.S. degree in English from Alabama State College, M.A. in English from Morgan State University and PhD. in Education from the University of Connecticut. Each of these institutions has conferred upon her special honors and awards, the most recent being that of outstanding Graduate made by Morgan State in 1986. Presently, she is NASSP's Director of Services. As respite from this remarkable whirl of activity, she reads, listens to opera, and travels throughout the world. Gwendolyn Cooke is " a vibrant, articulate, effervescent woman who infects all those whom she meets with an itch to achieve."

Peter W. Cookson, Jr.
Director of the Center for Educational Outreach and Innovation
Teachers College, Columbia University

Peter W. Cookson, Jr. is Director of the Center for Educational Outreach and Innovation at Teachers College, Columbia University. He is the author of many journal articles and has written or edited several books on educational policy including School Choice. *The Struggle for the Soul of American Education* and *Choosing schools Voucher a American Education* (co-authored with Jerome Hanus). He is currently writing a book about educational policymaking at the federal level. In 1993 he was the American Sociological Association's Congressional Fellow in the United States Senate.

Ramon C. Cortines
Special Assistant of United States Secretary of Education

Mr. Cortines has been a school teacher and an administrator since 1956. He has taught at the elementary, middle and senior high school level. He has held numerous positions in public schools—that of assistant superintendent principal, administrative director, etc. He has served in four school districts starting in 1956 as a teacher in Aptos, California, then as teacher and administrator in Covina, California; as an administrator for four years, and as Superintendent of Schools for eleven years in Pasadena, California; as Superintendent in San Jose, California for two years; and as Superintendent in San Francisco for six years. Mr. Cortines has served on numerous task forces and committees with the California State Department of Education; United States Department of Health, Education and Welfare; United States Department of Human Services; and the United States Department of Education. He has worked with numerous state departments of education, school districts and individual schools throughout the nation. He has acted as a consultant and a contributor to Stanford University, the University of California, the State College System and the Community College System. He has a Bachelor's degree in Speech and Education, and two Master's degrees, one in School Administration and the other in Adult Learning from Pasadena College (now Point Loma Nazarene College). He received an Honorary Doctorate of Humane Letters from San Francisco State University, and an Honorary Doctorate of Laws from San Francisco Golden Gate University. He is appointed Honorary Adjunct Associate Professor of Education by the Trustees of Teachers College, Columbia University, New York, and also holds an appointment as Associate in Education, Harvard University Graduate School of Education. He was the Associate Director, Pew Forum on Education Reform at Stanford University where he was a Consulting Professor of Education. In December, 1990, he chaired a Department of Education transition team for then President-elect Clinton, and from February 1 through August 30, 1993, served as Assistant Secretary (designate) for Intergovernmental and interagency Affairs, and for Human Resources, United States Department of Education. On September 1, 1993, he was appointed Chancellor of the New York City Public School System, which post he retained until October 1995. On October 15,1995, he was appointed Visiting Scholar at the School of Education, Stanford University to serve through August 31, 1996. He was appointed a Special Advisor to the Secretary, United States Department of Education, beginning November 13, 1995, is a member of the Board of Directors of Scholastic, Inc., New York City.

Judsen Culbreth
Editor-in-Chief, WorkingMother magazine

Judsen Culbreth is editor-in-chief of Working Mother, the magazine that has ridden the crest of one of the most important economic and sociological forces in this country: the advent of the working mother. For over 16 years, Working Mother has been helping women balance their roles at home and in the workplace, exploring such critical issues as quality child care, family-friendly workplace trends, maternity leave, pregnancy discrimination, pay equity and the state of the dual-income marriage. Most notably, the magazine publishes the annual list of "100 Best Companies for Working Mothers" and "State of the States," a comprehensive report on how well the states are addressing their child care needs. Since Culbreth joined Working Mother in 1988, circulation has increased 54 percent and the magazine has won 15 graphic design awards and the coveted Exceptional Merit Media Award (EMMA) from the National Women's Political Caucus and Radcliffe College. The magazine now has an audience of over 3.6 million. A spokesperson and advocate of working mothers, Culbreth is the NBC News Today show first-ever Work/Family Contributing Editor. She has also appeared on international, national and local television and radio shows, including MacNeil/Lehrer News Hour, NBC Nightly News, ABC TV's Good Morning America, and CNN's World News. She has been interviewed by newspapers across the country, including the Wall Street Journal, Los Angeles Times and USA Today. Culbreth has testified on behalf of working mothers at a Washington, DC, Congressional hearing on retirement income, was a spokesperson for the Family and more Medical Leave Act, and has spoken at conventions for the National Association for the Education of Young Children, the Child Care Action Campaign and The Conference Board, among others. Culbreth also serves on the March of Dimes Media Advisory Board and the board of the Child Care Action Campaign. She is a member of the International Women's Forum, the Women's Media Group, and the American Society of Magazine Editors. Before joining Working Mother, Culbreth was the executive editor of Redbook for five years, responsible for the women's service departments. Prior to that, she was a senior editor at Mademoiselle and an associate editor at Ladies' Home Journal, She began her publishing career at Seventeen, where she won the Walter Annenberg Essentiality Award for her editorial contributions. A native of Mobile, Alabama, Culbreth holds a B.A. from the University of South Alabama. While there, she was named a Glamour Top Ten College Woman. Today, she is married and the mother of two children, ages 15 and nine.

Don Davies
Founder, Institute for Responsive Education

Don Davies, founder of the Institute for Responsive Education and Co-Director of the Center on Families. Communities. Schools and Children's Learning, has been a professor of education at Boston University since 1974. He received his B.A. and M.A. from Stanford University and his doctoral degree from Teachers College, Columbia University. He was a high school teacher of English and journalism, and taught at San Francisco State College and the University of Minnesota. From 1961 through 1967 he was Executive Secretary of the National Commission on Teacher Education and Professional Standards of the National Education Association. Davies served as Associate and then as Deputy Commissioner of the U.S. Office of Education during the late 1960s and early 1970s. In 1973 he founded the Institute for Responsive Education, a nonprofit public interest organization working to encourage family community-school partnerships. As an outgrowth of his work with IRE, Davies established the League of Schools Reaching Out, a 90-member international association of schools working toward education reform through parental and community involvement. Since 1990, Davies has been Co-director

of the Center on Families Communities, Schools, and Children's Learning, a national research and development center, since 1990. He is the principal investigator of the first multi-national action research study of parent involvement in school reform, examining the issue in the US, Australia, Chile, Czechoslovakia, Portugal and Spain. Davies is the author of many policy reports and several books, including *Portrait of Schools Reaching Out, Communities and Their Schools,* and *Schools Where Parents Make a Difference*. He has written numerous articles and made many presentations in a variety of public forums on the issue of education reform through citizen and community participation.

Adriana A. de Kanter
Deputy Director, Office of Planning and Evaluation, U.S. Department of Education

Ms. de Kanter attended Mount Holyoke College as an undergraduate and the University of Texas at Austin, Lyndon Baines Johnson School of Public Affairs, for her graduate work. She received a Presidential Management Internship to the newly formed U.S. Department of Education in the summer of 1980. Ms. de Kanter worked for the Department for two years writing extensively in the area of bilingual education evaluation. She left the Education Department to become a Professional Staff Member with the U.S. Senate Subcommittee on Education, Arts and the Humanities. She resumed to the Department in 1983 to continue her work on populations at-risk of academic failure. In 1987, Ms. de Kanter began three years of federal service with the U.S. Army, V Corps, in Frankfurt, Germany, where she received the Decoration for Meritorious Civilian Service, the U.S. government's second highest civilian award, from the Commander in Chief, Europe, for her work on performance indicators. In 1991, she resumed to the U.S. Department of Education to assume the duties as Director of the National Assessment of Chapter I, the congressionally-mandated evaluation of the Chapter I program, the federal government's largest effort in elementary and secondary education. Findings from that study were relied on heavily for the reauthorization of the Elementary and Secondary Education Act passed by Congress in September 1994. Following the completion of the Assessment, Ms. de Kanter took a one-year detail in the Office of the Governor, State of Texas. When she returned in January, 1994, she resumed to her position as Deputy Director, Planning and Evaluation Service, in the Office of the Under Secretary. Ms. de Kanter has been coordinating the Department of Education role in the national Family Involvement Partnership for Learning since her return and was instrumental in the Partnership's America Goes Back to School effort this fall. Ms. de Kanter has written several books and articles on issues affecting limited English-proficient populations, children at risk of academic failure, family involvement, and nutrition education. Ms. de Kanter is married to Lieutenant Colonel Philip La Parlay, United States Army. As a military spouse, she is active in Army family support. In 1994, she received the Fort Hood Helping Hands A-ward for her volunteer work.

Gloria DeNecochea
Manager, Mattel Foundation

Gloria De Necochea is Manager of the Mattel Foundation, the philanthropic organization of the world's leading toy manufacturer, established to support local, national and international organizations serving the needs of children through education, health, arts and social welfare programs. Prior to joining Mattel, she managed the Education and Arts/Humanities grants programs of the ARCO Foundation for several years, where she worked with ARCO operating companies nationwide to determine regional priorities, provided support to management's involvement in education initiatives, and served as a referral resource for the business

community and general public regarding model programs. She was also previously a grantmaker with the Carnegie Corporation of New York (Education, Science, Technology and the Economy), and with the California Community Foundation (Education and Public Affairs). She joined the ranks of grantmakers after several years of experience directing precollege partnership programs at UCLA. Other prior professional experience includes teaching in elementary and secondary public schools. Gloria has served on a wide range of national and local boards and advisory councils, including the Business/Education Council of the Conference Board, Council on Foundation's Steering Committee for Children and Youth, Independent Sector, National Hispana Leadership Institute, Hispanics in Philanthropy, National Conference on Christians and Jews, and the State Bar of California's Committee on Public Affairs. Gloria was born and raised in the Southern California border town of Calexico. She is a first-generation Mexican-American/Chicana college graduate whose first language was Spanish. After earning a B.A. at UCLA with honors, she continued on to earn elementary and secondary teaching credentials, and did her graduate work in higher education.

Martha Jo Dennison
Membership and Program Consultant at Girl Scouts USA

Martha Jo Dennison's professional credentials include a B.A. in Communication Disorders and an M.A. in Special Education from the University of Alabama. She earned an Ed.D. in Child and Youth Studies from Nova Southeastern University. Since 1988, Dr. Dennison has been the Membership and Program Consultant at Girl Scouts of the USA for services to girls with disabilities. Prior to coming to GSUSA, Martha Jo was a special educator in school systems in Alabama, Maryland, and New Mexico. She has been a speech therapist as well as a teacher, and has worked with children with a variety of disabilities from toddler age to adult. Dr. Dennison was the project coordinator for the leaders' guide, *Focus on Ability: Serving Girls with Special Needs* and has written a variety of resource materials for the organization. She also does training on inclusion issues and ADA compliance for Girl Scouts. She frequently works with parents and Girl Scout councils ro facilitate participation by girls with disabilities in Girl Scout program activities.

John H. Dexter
Headmaster, The Day School

John H. Dexter, Head of The Day School since 1978, graduated from Carnegie Mellon University in 1965 with a Bachelor's of Fine Arts in Music. His education continued with two years at The General Theological Seminary, followed by a Master of Arts ('72), a Master of Education ('75), both in Curriculum and Teaching from Teachers College, Columbia University. Before becoming a head of school, he worked as a seventh and fifth grade homeroom teacher and was Head of Mathematics at The Day School from 1967-69, followed by a year as a research associate at Equity Research Associates New York City, and another one as a securities analyst and registered representative for Chartered New England Corporation, New York City. In 1970, Jack returned to education as a mathematics consultant at The Day School and The Spence School. From 1971 -73 he served as Director of the Middle School at TDS, and for the next two years, he did full-time graduate work and was an independent consultant in elementary education, associated with The Cuisenaire Company and Human Education. Inc. From 1975 until January of 1978, he was supervisor of elementary education and director of federal funding and compliance for the St. Peter's Union Free School District. In September of 1978 he became acting headmaster

at The Day School. His published works are extensive, beginning with *A Teacher's Guide for Introducing the Cuisenaire Rods to Older Students* and *A Teachers Guide for Introducing Fractions,* both published by Human Education, Inc. in 1974. His doctoral dissertation in 1975 was *The Development of a Product for the Concrete Manipulation of Negative Numbers.* In that same year, The Arithmetic Teacher published "Environmental Concerns and the Mathematics Classroom." The American Association of Sex Educators, Counselors and Therapists, *Book of Abstracts* published his essay "Sexuality Education in Preadolescent Coeducational Groups" in March 1982. His most recent publications include "The Most Basic of the Basics" in Parents League Review (1984), *Manipulatives Resource Book* (1987), published by McGraw-Hill, and "Concerning the Absentee" (1992) in Parents League Review. Jack serves on the Board of the Admissions Association of Greater New York (Committee of Trustees), InterSchool Orchestras of New York, New York State Association of Independent Schools, of which he was just elected Vice Chair. Additional NYSAIS service includes Director, The Beginning Teachers institute for new teachers in grades Nursery-6; Program Director, 1992 Annual Meeting; and Director, The Experienced Teachers Institute.

Raymond Domanico
Executive Director, Public Education Association

Since 1994, Mr. Domanico has served as Executive Director of the Public Education Association, a private, nonprofit citizens organization dedicated to the improvement of the public school system through a program of public information and citizen advocacy. Established in 1895 and chartered by the New York State Board of Regents, the PEA is the oldest such organization in New York City and perhaps the United States. Mr. Domanico holds a Master's of Public Policy Degree from the Graduate School of Public Policy at the University of California at Berkeley and a Bachelor's Degree from Baruch College of the City University of New York. He has held a series of positions related to educational policy in New York City over the past 17 years. As Director of Data Analyses for the New York City Board of Education, he conducted large-scale longitudinal data analysis on school and student performance. As Director of the Center for Educational Innovation at the Manhattan Institute, he established a unique institution which is now creating a critical mass of innovative and responsive public schools within and around the existing school system. Mr. Domanico is the author of numerous journal articles, evaluation reports and newspaper articles on Public School Choice, School Restructuring, Student Achievement and School Dropouts. He has also taught graduate level courses in Public Policy Analysis at the City University of New York. Mr. Domanico is currently President of the Board of a Regional Catholic Elementary School in Nassau County, New York.

Virginia B. Edwards
Editor, Education Week

Virginia B. Edwards was named the Editor of Education Week in December 1995 and, for the six years before that, had served as the newspaper's executive editor. She oversees a staff of more than 35 editors, reporters, and graphic artists engaged in the weekly production of Education Week. The newspaper, which covers policy developments in precollegiate education and is published 41 times a year, has a paid circulation of nearly 60,000, and is read by approximately 150,000 others. Since August 1989, Ms. Edwards has also been the vice president of Editorial Projects in Education. Working with EPE's president, she oversees the near 70-person nonprofit

corporation that publishes Education Week and Teacher Magazine; raises funding for both new and ongoing projects: and develops new ventures. Before joining EPE. Ms. Edwards worked for nearly two years for the Carnegie Foundation for the Advancement of Teaching and, for the nearly 10 years before that. was an editor and reporter for the Courier-Journal in Louisville, Kentucky.

Terry Ehrich
Publisher and Editor-in-Chief, Hemmings Motor News

Terry Ehrich completed public school in Arlington, Vermont, graduated from Harvard College in 1964, spent five years as advertising manager for the New York Review of Books, and has been publisher and Editor-in-Chief of Hemmings Motor News for the past 28 years. He has been involved in social and environmental issues since the late 1960s and currently serves on the Boards of Directors of Vermont Businesses for Social Responsibility, The Institute for Sustainable Communities, Vermont Law School, and WAMC (Northeast Public Radio). He is also a member of the U.S. Department of Education's Steering Committee of the "Family-Friendly Employers" Division of the Family Involvement Partnership for Learning.

Sue Ferguson
Chair, National Coalition for Parent Involvement in Education

Sue Ferguson has been in the field of education for over 25 years, specializing in the education of children and youth with disabilities. She received her Bachelor's Degree from Syracuse University and her Master's Degree from the University of Cincinnati. Sue taught children with emotional and behavior disorders before taking on more administrative roles as first a curriculum supervisor, and then program director. She has also been an information specialist and outreach coordinator at the National Information Center for Children and Youth with Disabilities (NICHCY), an information and referral center that provides information on disabilities and disability-related issues. Currently, Sue is a Senior Associate at the Institute for Educational Leadership, and Chairperson of the National Coalition for Parent Involvement in Education (NCPIE). NCPIE is a coalition of over 50 national education and community organizations. NCPIE's mission is to advocate for the involvement of parents in their children's education and to foster relationships between home, school and community that can enhance the education of all young people. NCPIE has been a major partner in the Family Involvement Partnership for Learning, joining U.S. Secretary of Education Richard Riley, the U.S. Department of Education and approximately 200 businesses, family and school organizations, and religious and community organizations to bring the importance of family involvement in children's learning to the national forefront. Sue is also on the Parent Advisory Committee of Early Childhood Today, a publication of Scholastic, Inc.

Christina A. Foley
Program Associate, National Health & Education Consortium,
Institute for Educational Leadership

Christina Foley is a Program Associate for the National Health & Education Consortium in Washington, D.C., where she is responsible for a variety of state and national level activities. Her responsibilities include managing the Consortium's development of its adult literacy reading series, which addresses the hearth needs of the adult reader's child and its multi-media bilingual parent awareness project, "Help Me Learn, Help Me Grow," which targets minority populations. She is also responsible for the Consortium's efforts to develop projects addressing issues surrounding emerging immigrant populations in the U.S. The Consortium brings together 58 national health and educational professional organizations to build collaborations between the professionals based on the inextricable connection between children's health and their ability to learn. Ms. Foley has worked extensively with youth and multicultural populations through the field of public health as a research assistant, health educator, health resource coordinator, and teacher. Through these experiences, she has worked with local, state, and national level individuals, organizations, and agencies. She has been a volunteer for the American Red Cross in various capacities including grant writer, community education committee member, instructor, and grant advisory board member. Ms. Foley has experience in communications as the National Health & Education Consortium's Communication Specialist. In this position, Ms. Foley was responsible for internal communication with the Consortium's membership and its individual communication directors as well as external communication with the media She also has experience in disseminating the materials of a national parent awareness project as the Project Manager for the Consortium's "Help Me Learn, Help Me Grow"/Ayudame A Aprender, Ayudame A Crecer." Ms. Foley received her B.S. from the University of Central Florida and her M.S.P.H. from the University of Alabama at Birmingham.

Ross N. Ford Clinical,
Social Worker

Ross Ford is a licensed social work practitioner with 25 years of professional experience in the areas of family therapy, community mental health, and training, primarily with inner-city, diverse, and treatment resistant families; adolescents, and foster care populations. As director of Ross Ford Associates, he trains in the Baltimore-Washington area, as well as nationally, on enriched structural family therapy, the kinship therapy model which evolved out of his work with families.

Dianna Rogers Ford,
Guidance Counselor

Dianna Rogers Ford is a certified counselor and school guidance professional with extensive experience in the fields of public education, work with exceptional children and adults, educational administration, and training. Currently serving as chairperson of the guidance department of Northwestern High School in Baltimore, Maryland, she is at the forefront of bringing a family systems approach to counseling services to students. Trained in the enriched structural family therapy model, Mrs. Ford presents at workshops and seminars.

Ellen Galinsky
Families and Work Institute

Ellen Galinsky is the Co-Founder and Co-President of the Families and Work Institute, a national center for policy research on issues of the changing workforce and changing family lives. Previously, she was on the faculty of Bank Street College of Education where she helped to institute the field of work and family life and directed numerous studies of work and family life, stress and productivity. At FWI, she is currently directing the following studies: The National Study of the Changing Workforce, a nationally representative longitudinal study of the U.S. workforce funded by 13 corporations and two foundations, which provides one of the nation's most in-depth examinations of the work, family and personal lives of U.S. workers; Women: The New Providers, a representative study of women in the U.S. funded by the Whirlpool Foundation and conducted by Louis Harris and Associates, which examines women's contributions to today's society and calls for new models and new language to describe their contributions; EQUIP (the Early Education Quality Improvement Project). a six-year study of community and state efforts to create a comprehensive agenda for young children and their families:The Study of Children in Family Child Care and Relative Care, the first study of family child care in more than a decade and the very first comprehensive study of relative child care; The Family Child Training Study, The Florida Child Care Quality Improvement Study, and the Hawaii Financing Study. These studies, funded by more than 15 foundations and governmental agencies, examine the impact of state, community and business efforts to improve the quality of child care on children. the quality of early care and education, and the child care marketplace. In addition to these studies, Ellen Galinsky, in conjunction with the National Governors' Association and the National Center for Children in Poverty, is directing an effort to provide technical assistance to several states as they work to develop a comprehensive, integrated agenda for young children. Funding for this project comes from the Danforth Foundation and the Carnegie Corporation of New York. She is also coordinating a public awareness campaign, funded by the AT&T Foundation, of what families and communities can do to promote their young children's health development and school readiness. Ellen Galinsky is a past President of the National Association for the Education of Young Children (NAEYC), which is the largest professional organization for early childhood educators. with close to 100,000 members. She has served as an advisor to the U.S. Department of Health and Human Services on child care and family-friendly workplaces, the U.S. Department of Education on business and family involvement in education. and the U.S. Department of Labor on the glass ceiling, family and medical leave, and the new American workplace. She has also served as an advisor to many states on their early education and care initiatives and on work and family issues. Ellen Galinsky has worked with numerous corporations on work-family issues, including Johnson & Johnson, AT&T, and Levi Strauss & Co. She previously co-chaired the Conference Board's Work and Family Council and has served as a member for 14 years. Ellen Galinsky is the author of 18 books and reports and has published more than 75 articles in academic journals, academic books, and magazines. Her books include *The New Extended Family: Day Care that Works* (Houghton-Mifflin, 1977), *The Six Stages of Parenthood* (Addison-Wesley, 1987),*The Preschool Years* (Ballantine, 1991), *The Corporate Reference Guide to Work-Family Programs* (Families and Work institute, 1991),*Beyond the Parental Leave Debate* (Families and Work Institute, 1991), *Education Before School for the Committee for Economic Development* (Scholastic. 1993), *The Changing Workforce* (Families and Work Institute, 1993), and *The Study of Children in Family Child Care and Relative Care* (Families and Work Institute, 1994). She has appeared extensively on television, including The Today Show and the MacNeil/Lehrer News Hour. She received her B.A. from Vassar College and her M.S. from Bank Street College.

Hollyce C. (Sherry) Giles
Associate Professor of Psychology and Education

Hollyce C. (Sherry) Giles is an Assistant Professor of Psychology and Education in the Counseling Psychology Program at Teachers College, Columbia University. She currently writes and conducts research on the influence of race, class and social context on relations among parents and educators; diversity in group process; and cultural factors in the assessment of family functioning. Professor Giles coordinates the school guidance concentration in the Counseling Psychology Program at Teachers College and with Professor Thomas Sobol is working to develop a national Center on Parent involvement in Schools at Teachers College in collaboration with the Public Education Association. Prior to full-time teaching, Professor Giles worked with the Jewish Board of Family and Children Services as a psychologist and counselor with the On-Site School Mental Health Project and later as the administrative supervisor of an out-patient mental health clinic. She currently consults to schools and community agencies in the areas of organizational development, clinical supervision and valuing diversity.

Alan L. Ginsburg
Director, Planning and Evaluation Service, U.S. Department of Education

Dr. Alan L. Ginsburg is Director of the Planning and Evaluation Service within the U.S. Department of Education, Office of the Under Secretary. Dr. Ginsburg coordinates development of annual evaluation activities for the Department. He co-directs with the office of the Deputy Secretary development and implementation of the Department's Strategic Plan. Dr. Ginsburg also oversees the Family Involvement Partnership for Learning, a partnership of about 250 family, school, community, and business organizations to support family involvement. In 1991, he received the Distinguished Presidential Rank Service Award, the federal government's highest award to its civil service employees. In 1993, he received the American Evaluation Association's Gunnar Myrdal award for his contributions to evaluation improvement. Dr. Ginsburg currently chairs the eighteen nation Education Forum of the Asia-Pacific Economic Cooperation (APEC). Dr. Ginsburg received his Ph.D. in economics from the University of Michigan. He has published articles in numerous academic journals in such areas as evaluation management and utilization, the Federal role in education, school finance, and family influences over student performance.

Malula P. Gonzalez,
President, Scarsdale PTA

Malula P. Gonzalez has been involved in the Scarsdale PTA since 1983. She is currently the Scarsdale High School PTA President. She is also the Director of the Pace Hispanic Outreach program at the White Plains High School which is a tutorial Program that assists Hispanic students in academic areas such as Mathematics, English and Social Studies. She is a Board member of The Greater White Plains Council of Community Services, a member of the St. Bernard's Church/Centro Hispano Scholarship Fund, member of the Scarsdale School Board Nominating Committee and member of the Scarsdale Task Force on Drugs and Alcohol. She has a Bachelor's degree in Economics from the Universidad del Zulia in Venezuela and an M.A. in Economics from New York University.

Tina Gonzalez
Site Director 1. S. 90, The Children's Aid Society Community School

Ms. Tina Gonzalez has been with the Children's Aid Society Community School I.S. 218 since its opening in 1992. She has held several positions within the school, at one point focusing primarily on organizing parents and creating a parental involvement component and leadership institute. Currently, Ms. Gonzalez is the Director of I.S. 90. a replication site. Ms. Gonzalez has had extensive experience in the field of human services and is a long-time resident of Inwood.

Maxine Greene
William F. Russell Professor Emeritus of Philosophy and Education

Maxine Greene is Professor of Philosophy and Education and the William F. Russell Professor Emeritus at Teachers College, Columbia University, where she still teaches aesthetics and philosophy. She is also director of the Teachers College Center for Social imagination and (for the past two decades) philosopher-in-residence at the Lincoln Center institute for the Arts in Education. With a B.A. from Barnard College, an M.A. and a Ph.D. from New York University, Dr. Greene has been the recipient of nine honorary degrees (each one a doctorate in humane letters). Before joining the Teachers College faculty in 1966, she taught at New York University, Montclair State College, and Brooklyn College. She has also taught, during the summers, at the University of Illinois, the University of Hawaii, the University of Vermont, and Lehigh University. In 1990, she received a Fulbright Fellowship for a series of lectures at six universities in New Zealand. She has spoken at a number of international conferences in England, Oenmark, Austria, the Netherlands, France, Switzerland, and Israel. She is a past-president of the American Educational Research Association, the Philosophy of Education Society, and the American Educational Studies Association. She has been editor of the Teachers College Record and on the editorial boards of Educational Theory and Educational Researcher. She has written six books: *The Public School and the Private Vision, Existential Encounters for Teachers, Teacher as Stranger, Landscapes of Learning & The Dialectic of Freedom,* and *Releasing the Imagination.* There have been, as well, about sixty chapters in various anthologies and collections. She has written about one hundred articles for journals including The Journal of Aesthetic Education, Educational Theory, Teachers College Record, Harvard Educational Review, Educational Researcher, Curriculum Inquiry, Review of Research in Education, Phi Delta Kappan, Education Forum, The Quarterly, and The Saturday Review. She is presently writing a book on philosophy and literature, and rewriting The Public School and the Private Vision. Dr. Greene has spoken on about fifty campuses in the United States, at many aesthetic education institutes at multiple conferences—most recently one on qualitative education, one on school renewal, one on democracy and pluralism, and three on problems facing art education.

Ayo Jerri Harrington
President, United Parents Association of New York City

Ayo Harrington began her volunteer work in the 1960s with the Student Non-Violent Coordinating Committee during the Civil Rights Movement and has spent much of her adult life volunteering for community empowerment issues. She is employed as the Education and Development Associate for the Women's Center for Education and Career Advancement which is a nonprofit organization committed to the career and economic self-sufficiency of African

American and other women. The Women's Center helps women to build skills and confidence and to develop strategies for setting and meeting their lifetime career goals. Ayo's volunteer efforts are primarily focused on improving the quality of public education by "moving parents beyond the bake sale table to the bargain table." She has served as president of the 75-year-old United Parents Associations of NYC, inc. (a federation of parent associations in NYC public schools) since 1992. UPA's goal is to provide parents with the skill and information needed to effectively navigate the education system on behalf of their individual children and/or on behalf of their wider school community. In addition to others, Ayo serves on the following committees: Goals 2000 Panel (State Education Department), Commissioner's Parent Partnership Advisory Council (State Education Department), NYS Board of Regents NYC Advisory Council, and the Consortium for African American Education. Ayo has appeared on many local, national and international television and radio shows and has been interviewed for countless news articles. She resides with her teenage son on Manhattan's Lower East Side and she is a proud former member of the female singing group, "Sweet Honey in the Rock."

Les Hemmings
General Director,
Human Resources Department, John Hancock Financial Services

Les serves as the General Director for John Hancock's training and development programs for over 13,000 home office and field employees. John Hancock's education programs include: workplace business skills; communications; supervisory; executive/senior officer development and technology programs—systems, programming and personal computer application. In this role, Les serves as the sounding board for department heads, division and field management to develop and refine management development activities. He oversees the company's top-down customer-focused quality effort. Currently, he serves on a variety of quality teams and task forces including the Career Development Advisory Council; Human Resources Quality Task Force; Internal Teamwork Task Force; Management Effectiveness Task Force; The Marketing Education Committee and the Technology Retooling Task Force. Les serves as the staff assistant and corporate liaison for John Hancock's President who serves on the Board of Boston's Private Industry Council, founded in 1979. Here, Les oversees several of the company's educational outreach programs at the elementary, middle and high school levels. A project is currently underway at the elementary school level to integrate quality with school-based management—the first effort of its kind in the city schools. In addition, Les currently serves on the executive committee of U.S. Secretary of Education Richard Riley's Employers for Learning Steering Committee. This committee is committed to being a catalyst at the grassroots level among employers for promoting and implementing family involvement in learning at the community, regional, state and national levels. A former teacher in Rhode Island public schools, Les has taught at Boston University and currently serves on the faculties of Northeastern University and Lesley College. He is a member of the American Society of Training and Development, serves on the Boards of the National Business Education Association; the Support Center of Massachusetts; Emmanuel College and Suffolk University Advisory Committee. He serves as the John Hancock Representative for the American Assembly of Collegiate Schools and Business.

Menahem Herman
Education Program Specialist, U.S. Department of Education

Menahem Herman earned a Ph.D. at Northwestern University. He served for more than 20 years as a high school principal teacher and community leader, and published articles and op-ed pieces on professional development and school climate. For the past two years, he has served as an Education Program Specialist in the Planning and Evaluation Service, Office of the Undersecretary, U.S. Department of Education, working on U.S. Secretary of Education Richard W. Riley's initiative, the Partnership for Family Involvement Learning.

Sylvia Ann Hewlett
Founder and President, National Parenting Association
Sylvia Ann Hewlett, one of six daughters, was born in the South Wales mining valleys. After graduating from Cambridge University, she won a Kennedy scholarship to Harvard University, and then went on to complete her Ph.D. in Economics at London University. She settled in New York in 1974. Between 1974 and 1981, Dr. Hewlett was Assistant Professor of Economics at Barnard College, Columbia University, and for six years in the 1980s she was the Executive Director of the Economic Policy Council, a New York-based labor-management "think tank" chaired by Robert O. Anderson (CEO, Atlantic Richfield) and Doug Fraser (President, UAW). Since 1987 Dr. Hewlett has spent her time writing, consulting and speaking on the national and international lecture circuit. Her most recent book *When the Bough Breaks: The Cost of Neglecting Our Children* (Harper Collins, 1992) has won three national awards including a Robert F. Kennedy Memorial Book Prize. She is a member of the Council on Foreign Relations. Over the last five years, Dr. Hewlett has lectured in 42 states to groups as diverse as the American Federation of Teachers, the National Governors Association and the Alabama Power Company. She writes regularly for the Harvard Business Review and Time magazine, and is a consultant to UNICEF. During 1992, she was part of the Domestic Strategy group, a policy group chaired by Bill Bradley and William Bennett, sponsored by the Aspen Institute. In 1993 she founded the National Parenting Association, an advocacy and support organization for families with children. Dr. Hewlett lives in New York City with her husband and three children.

Nancy R. Hoit,
Family Policy Consultant

Nancy Hoit is a family policy consultant who has worked with Vice President Gore on issues and projects relating to families and children since 1987. Currently she consults with the Vice President's National Performance Review and directs the annual family policy conferences moderated by the Vice President as well as the family policy development initiatives resulting from those conferences. Ms. Hoit is coordinating the implementation of the President's memorandum "Strengthening Fatherhood" within all federal agencies and departments and is working with the President's Domestic Policy Council on the White House Comprehensive Strategies for Families and Children project. Ms. Hoit has served as both president and executive director of the Massachusetts Society for the Prevention of Cruelty to Children and as director of Boston Children's Services. She was appointed by both Governors Dukakis and Weld to the board of the Massachusetts Children's Trust Fund, and by Governor Weld to the Massachusetts Juvenile Justice Advisory Committee. Her work in child abuse prevention programs resulted in the founding of the first day center for abused children in the country, and in the "Good Start"

newborn home visiting program. Nancy Hoit and her husband live on a farm in Massachusetts which is home to numerous animals and children.

Wanda Marie Holland
Director of Student Life at The Chapin School

Wanda Marie Holland, a native of Brooklyn, New York, has been the Director of Student Life and an Upper School English teacher at The Chapin School for the past two years. Prior to that time, she was a Head Teacher in Class Three at Chapin for four years. During the past seven years, she has also worked as a consultant to public and independent schools in Morningside Heights and East Harlem. Miss Holland, who is also a Chapin alumna, holds undergraduate and graduate degrees from Columbia University in English Literature and Curriculum Design, respectively. She is currently working toward a doctorate in Educational Administration at Teachers College and aspires to be a Head of School in the not-so-distant future.

Julia Howell Barros
Manager, Parent Leadership Programs, The ASPIRA Association, Inc.

Julia is currently the manager of the ASPIRA Parents for Educational Excellence (APEX)Program at The ASPIRA Association in Washington, D.C. The APEX Program, now in its fourth year, strives to increase Latino parent involvement in Chicago, Illinois; Philadelphia, Pennsylvania; Rio Piedras, Puerto Rico; Newark, New Jersey; and New York City through a series of educational workshops focusing on issues such as self-esteem, communication skills and group dynamics to name a few. The ASPIRA Association is a 35-year-old national Latino youth services organization with offices in Connecticut, Washington, D.C., Florida, Illinois, New Jersey, New York, Pennsylvania, and Puerto Rico. Prior to ASPIRA, Julia served as the Director of Youth Leadership programs at the National Association of Elected Officials (NALEO), where she arranged internships and developed leadership curricula for high school and college level Latino youth in New York City, Miami, Los Angeles, Chicago, and Houston. From 1990-1993, Julia worked at the Close Up Foundation as an outreach coordinator, working with students from Nebraska, Puerto Rico, and the U.S. Virgin Islands. She holds a B.A. from the University of Virginia

Sharon Woods Hussey
National Director, Membership and Program, Girl Scouts of the USA .

Sharon Woods Hussey is National Director, Membership and Program for Girl Scouts of the USA and is a member of the National Executive Director's Leadership team. She directs the organizational work focused on membership development, program development as well as all the services and special projects related to program and membership, including national and international events for girls and major grants and new initiatives. Ms. Hussey joined the staff of GSUSA in 1980 as a program developer specializing in the areas of science, math, and technology. She has progressed through a number of positions within the organization, along the way overseeing three major rounds of program revisions of Girl Scout handbooks and related materials. In 1993, she added membership development to her responsibilities. With an undergraduate major in biology, her professional life began in science education. Prior to

coming to GSUSA, she taught secondary science and math in several school systems in the northeast. Ms. Hussey holds an M.S.Ed. in administration from Fordham University. In addition to her work, Ms. Hussey maintains a strong interest in the arts and has studied in several disciplines. Long an advocate for education and equitable opportunities for girls and women, she is now involved in fund development for a local grassroots project designed to return homeless families to stable home environment.

John Jay Iselin
President, The Cooper Union for the Advancement of Science and Art

John Jay Iselin is the tenth president of The Cooper Union for the Advancement of Science and Art. Appointed in 1988, Iselin came to the 135-year-old institution after a distinguished career in public broadcasting, magazine journalism, book publishing, public affairs and a close association with public education. During Iselin's five-year stewardship, Cooper Union has completed a $45 million capital campaign; erected an AIA award-winning student residence; created an Infrastructure Institute, launched an alternative public high school; and, in its spirit of service, offered a welcome to President Bill Clinton in its historic Great Hall. Before coming to Cooper Union, Iselin had been president of WNET (Channel 13), New York's public broadcasting station, and of the station's parent company, the Educational Broadcasting Corporation, posts he held from 1973 to 1987. Iselin was born in Greenville, South Carolina. After graduating with an A.B. in American History and Literature from Harvard College in 1956, he attended Cambridge University in England on a Marshall Scholarship, where he earned a B.A. and an M.A. in Law in 1958. He earned a Ph.D. in Government from Harvard University in 1964. He has received honorary degrees from Adelphi University, Long Island University and Lander College, and the Distinguished Citizen Award from the trustees of the State University of New York. Iselin joined WNET as general manager in 1971. There, he was instrumental in creating a varied and distinctive schedule of programming, including WNET's own productions. He oversaw the production of many distinguished programs and series, including Great Performances, Live from Lincoln Center, The MacNeil/Lehrer News Hour, Bill Moyers Journal, and Nature. WNET also pioneered minority- oriented programming, including Black Journal. Prior to WNET, he served as a vice president of Harper & Row Publishers from 1969 to 1971 and as Newsweek's senior national affairs editor from 1965 to 1969. He was a correspondent in Newsweek's Washington bureau (1962-65); a correspondent for the Congressional Quarterly in Washington (1961); and a research fellow at Brookings Institute in Washington (1960). He also has served as consultant to the Twentieth Century Fund, a New York-based not-for-profit foundation involved in studies in politics and communications, and as a senior fellow at the Institute for learning Technologies at Columbia University's Teachers College. Iselin is a member of the Council on Foreign Relations and serves as a trustee of the National Geographic Society, the National Geographic Education Foundation, the Josiah Macy Jr. Foundation, Ventures in Education, the American Friends of Cambridge University, and the Waterford Education Institute. He is also on the advisory board of the Yale School of Management and is a director of the Lower Manhattan Cultural Council.
Iselin has been a member of Harvard University's Board of Overseers and a member of the Bar of South Carolina. Iselin is married to the former Josephine Lea Barnes, a lawyer in private practice. The parents of five grown children, they live in Manhattan's West Village.

Starla Jewell-Kelly
Executive Director, National Community Education Association

Starla Jewell-Kelly, former State Commissioner for Oregon's Community Colleges, has been the Executive Director of the National Community Education Association, Fairfax, Virginia, since January 1, 1989. A former teacher at the elementary, secondary, undergraduate, and adult education levels, she served as a higher education administrator prior to her service with the Oregon Department of Education as assistant State Superintendent of Public Instruction, and Commissioner for Oregon's Community Colleges. She earned her M.S. et the University of Oregon and did postgraduate work et the University of Oregon, Portland State University, and the University of Utah. She currently serves on the following boards and advisory committees: The American Bar Association's Advisory Council on Legal Education; The American Bar Association's Commission on Law Day; The Board of the Coalition of Lifelong Learning Organizations; The National Coalition for Parent Involvement in Education; The Educational Leader's Consortium; The American Institute of Architects Task Force for Educational Facilities. Starla is married to Robert Kelly, a retired college administrator, and is the mother of three, a daughter and two sons.

Carole Kennedy
Principal, New Haven Elementary School

Carole Kennedy has been an educator in the public schools of Missouri for 32 years. She has taught elementary and junior high students in both rural and suburban districts. She was the principal of Conn-West Elementary, Grandview, Missouri, for ten years before becoming principal of New Haven Elementary in Columbia, Missouri. Carole has been active in the Missouri Association of Elementary School Principals and the National Association of Elementary School Principals. She is currently serving as President-elect of NAESP. She served on the NAESP Board of Directors before being elected to her present position. She was chosen in 1988 as Missouri's National Distinguished Principal and was honored in ceremonies in Washington, D.C. The same year she was granted a scholarship to attend the Harvard Institute on the Principal and School Improvement. In 1990, Carole was selected as one of America's 100 Outstanding Administrators by the Executive Educator Magazine. In the spring of 1991, she was nominated by Missouri Commissioner of Education Robert Bartman for the Alvin C. Eurich Award. This award was given to recognize leadership in family/school partnerships. Carole was the only building administrator among the ten national finalists. Carole is recognized as an outstanding advocate for building, strong family/school partnerships. She has been invited to several states to make presentations and has assisted many Missouri school districts in improving their family involvement programs. While in the Grandview School District she helped develop the Parents as Educational Partners program which has received national recognition. She has had articles published or been interviewed for articles in Parents Magazine, Redbook, Family Circle, Principal, The School Administrator, Women 's Day, Washington Post, Reader's Digest and numerous newspapers.

Laura Kornfeld
Member of the Teachers College Alumni Council

Ms. Kornfeld has been working with adult women since she graduated from Teachers College. She has served as Chair of the Westchester County Task Force on Women, an advisory council to the County Executive and as an appointee of the Former New York State Education Commissioner on the Council of Adult Learning Services. Presently she is President of Elkay Management, a real estate investment and management company. An early feminist, she likes to tell young women that they owe their careers to her and her colleagues who worked to open doors for the next generation of women. Kornfeld's
interest in this conference stems from personal experience as a mother and grandmother. She strongly supports family involvement.

Julia Kristeller
Parent and Child Magazine, Scholastic Inc.

Julia currently serves as the Editorial Director of Early Childhood Today and Scholastic Parent & Child magazines for Scholastic's Early Childhood Division. She is also responsible for publication of related parenting and professional materials. Her background includes almost 20 years as an early childhood educator. She has taught preschools, kindergarten, and first grade, and has directed the start-up of several major employer-supported child care programs in Boston, MA. She has also done extensive teacher training at conferences around the country and has taught courses on program and classroom design and on children's play. Julie holds a B.A. in Psychology and Education from Mt. Holyoke College and an M.Ed. from Lesley College in Creative Arts in Learning. She is the mother of a seven-year-old who has been a great source of inspiration throughout his early childhood years.

Madeleine May Kunin
U.S. Deputy Secretary of Education

Madeleine Kunin's (pronounced Q-nin) record as Deputy Secretary of Education represents a continuation of her work in the issues that first drew her to public service two decades ago. Kunin's policy-making experience as a state legislator, Lieutenant Governor and the first woman Governor of her home state of Vermont enabled her to be a leader in the Clinton Administration on a broad array of policy and reform initiatives. Working closely with President Clinton and Education Secretary Richard W. Riley, she has played an integral role in getting the President's education reform agenda enacted into law - a series of legislative acts that includes the Goals 2000: Educate America Act, the School to Work; Opportunities Act, and the Safe and Drug-Free Schools Act. She established the Department's Office of Educational Technology. and was instrumental in the development of the Administration's direct loan program—an innovative form of lending that has simplified the student loan process and is saving taxpayers billions of dollars. She chairs the Committee on Education and Training for the National Science and Technology Council. As the Department's chief operating officer Kunin sits on the President's Management Council and oversees the Department's involvement in the "reinventing government" effort to streamline management and operations. She led the development of the Department's first-ever strategic plan, which has resulted in the elimination or simplifying of half of the Department's regulations and greater decision making authority for front-line employees. Kunin's work in this area drew praise from The Washington Post for developing "new ways of doing business." Beyond the Department, Kunin is a leader in the Administration's work on the

environment and issues affecting women. She serves on the President's Council on Sustainable Development, the board of the National Environmental Education and Training Foundation, and the President's interagency Council on Women. She was part of the U.S. delegation to the Fourth World Conference on Women in Beijing. Kunin's efforts in education, the environment, and women's issues played a large role in her rise through the political ranks in Vermont. She is the only woman to have served three terms as governor of a state. During her tenure in office, teacher salaries in Vermont rose from a rank of 49th to 26th, access to
Kindergarten was guaranteed, and early childhood programs were expanded After leaving office, she founded the nonprofit Institute for Sustainable Communities, an international organization that is active in environmental education and management. Born in Zurich, Switzerland, Kunin immigrated to the United States in 1940. Her political memoir, *Living a Political Life*, was published in 1994 by Knopf.

Paul LeClerc
President, The New York Public Library

Paul LeClerc, Ph.D. became President and Chief Executive Officer of The New York Public Library on December 1,1993. Founded in 1895, The New York Public Library, with four research libraries and 82 branches in Manhattan, the Bronx, and Staten Island, serves a more varied set of constituencies and has a broader mission than any library in the country. Dr. LeClerc, who from 1988 to 1993 was President of Hunter College, the largest public institution of higher education in New York City, is a scholar of eighteenth-century French literature and especially the French author Voltaire.

Hope Jensen Leichter
Elbenwood Professor of Education, Teachers College, Columbia University,

Hope Jensen Leichter is Elbenwood Professor of Education in the Department of Philosophy and the Social Sciences and Director of the Elbenwood Center for the Study of the Family as Educator, Teachers College, Columbia University. She obtained her Ph.D. from the Department of Social Relations at Harvard University. The Elbenwood Center pursues various lines of systematic research on the educational functions of the family and the relationship between the family and other educative institutions: schools, health and social service agencies, religious institutions, museums, libraries, the media.
Specific Elbenwood studies in which Professor Leichter has been engaged include: social networks and educative styles of teenagers (Spencer Foundation); the mediation of television by the family (Spencer Foundation); families and literacy (National Institute of Education); grandparents as educators (Ford Foundation); family memories (Guggenheim Fellowship).
Her publications include: Kinship and Casework: Family Networks and Social Intervention with William E. Mitchell, (Teachers College Press, 1978, revised edition); The Family as Educator, (Editor, Teachers College Press 1974); Families and Communities as Educators, (Editor, Teachers College Press, 1979); and articles on such topics as families as
environments for literacy, the mediation of television by the family, families and museums, and creative intelligence of families as bridges to school learning.

Arthur Levine
President, Teachers College, Columbia University

Arthur Levine is President and Professor of Education at Teachers College, Columbia University. He received his bachelor's degree from Brandeis University and his Ph.D. from State University of New York at Buffalo. Prior to Teachers College, he served as Chair of the Higher Education Program and Chair of the Institute for Educational Management at the Harvard Graduate School of Education. Mr. Levine is the author of dozens of articles and reviews. His most recent book is *Beating the Odds: How the Poor Get to College,* published in 1995. Among other volumes are *Higher Learning in America, Shaping Higher Education's Future, When Dreams and Heroes Died: A Portrait of Today's College Students. Handbook on Undergraduate Curriculum, Quest for Common Learning* (with Ernest Boyer), (with Janice Green), and *Why Innovation Fails.* A 1982 Guggenheim Fellowship winner, Mr. Levine's other awards include the American Council on Education's "Book of the Year" award in 1974 (for Reform of Undergraduate Education), the Educational Press Association's "Annual Award" for writing in 1981, 1989, and 1993, and eleven honorary degrees. Mr. Levine is executive editor of Change magazine. He has served as consultant to more than 250 colleges and universities. Mr. Levine was also President of Bradford College (1982-1989) and Senior Fellow at the Carnegie Foundation and Carnegie Council for Policy Studies in Higher Education (1975-1982).

Adrian A. Lewis
Assistant to the President, New York Urban League

Adrian A. Lewis joined the New York Urban League in June, 1995, as Special Assistant to the President and CEO. In this position, Ms. Lewis is responsible for developing and executing strategies to increase the League's programmatic and advocacy agenda through fund development and volunteer programs. Prior to joining the New York Urban League. Ms. Lewis served as a member of the National Urban League staff for nine years. Ms. Lewis served as Program Director for the organization's Education and Career Development Department and was directly responsible for coordinating educational funded projects. Additionally, Ms. Lewis coordinated the organization's scholarship programs collaborated with other educational and professional organizations, government agencies and community-based organizations. A native of Washington, D.C., Ms. Lewis served for four years as a member of the White House staff during the Carter administration. She received a B.A. degree in Sociology from Hampton University and M.A. degree in Education from Howard University. Ms. Lewis serves on numerous boards and advisory committees focusing on educational issues impacting the African American community.

Sheila Kay Lewis
Membership and Program Specialist, Girl Scouts USA

Sheila Kay Lewis is a writer and educator with special expertise in holistic learning. As vice-president of R.E.A.L. Education, Inc., she designed and helped to implement an innovative holistic-education curriculum for New York City schools. Now serving as Program Specialist for the Girl Scouts of the USA, she designs, develops and presents training programs in the area of stress and time management, conflict resolution and creativity for adults and children. She is also an active member of the steering committee of the U.S. Department of Education's Family Involvement Partnership. At Girl Scouts she is writing an ARTS curriculum, an AIDS booklet,

and is Project Coordinator for the revised Interest Project handbook. She holds a Master's degree in educational media and technology from Columbia University. Her articles about and for children have appeared in Highlights, Welcome Home, Parents League Newsletter, Young Judean, etc.

Virginia Markell
National PTA Vice President for Programs

Virginia (Ginny) Markell of Clackamas, Oregon, serves as the National PTA Vice President For Programs. She is former Health and Welfare Commission Chairman of the National PTA. She is currently a member of the Communications/Marketing Committee, the Headquarters Committee and chairs the Screening Committee. Markell has also served as a member of the Education Commission, Resolutions and the Advocates/Reading Award Committee. On the state and local levels, Markell served as president of the Oregon PTA, vice president for leadership, and secretary. She was co-president of the Clackamas Council PTA and president of Sunnyside Elementary PTA. She is currently a member of the Clackamas High School PTSA. Markell is an Honorary Life Member of the Oregon PTA, the National PTA and several other states. Outside the PTA, Markell serves on the Clackamas Community College Nursing Advisory Committee, the Oregon Department of Education 21st Century Schools Advisory Committee, and several state committees responding to the education reform initiative in Oregon. She is also a member of the Oregon and National Education Association. Markell is a health science teacher for the North Clackamas School District. She is a registered nurse, graduating from Good Samaritan Hospital School of Nursing. She holds a Bachelor's of Arts degree from Linfield College and a Master's degree in Education from Portland State University. Ms. Markell and her husband, Ed, have two sons.

Robert McClintock
Director, Institute for Learning Technologies,
Teachers College, Columbia University

Robert McClintock is an intellectual historian interested in the effects of communication change on education and culture. He received his M.A. magna cum laude from Princeton University in 1961, and his Ph.D. from Columbia University in 1968. In 1967 Teachers College appointed McClintock to its faculty, where he now serves in two departments. McClintock's scholarship covers a wide range of diverse essays on the history of educational thought and a variety of works on technology and education, for instance *Power and Pedagogy: Transforming Education Through Information Technology* (New York, Institute for Learning Technologies, 1992). Since 1986, McClintock has directed the institute for Learning Technologies, a development group using digital information resources to further progressive reform in education and society. Through the Institute, McClintock directs two large-scale efforts to prototype how children and teachers can routinely interact with advanced digital curricular resources over the national information infrastructure. Since the late 1980s, McClintock helped initiate and direct the Dalton Technology Plan, a pioneering effort to integrate networked multimedia resources throughout the curriculum of a leading independent school.

Jane Mealy, Vice President, Commack Teacher Association

Jane Mealy has been a teacher in grades 4 through 8 in the Commack Public Schools since 1965. She has been a building representative, Secretary, and Executive Vice President of the Commack Teachers Association for 28 years and a delegate to the New York State United Teachers (NYSUT) for 14. Staff development has been one of her many duties in these roles. In 1983, Jane received training in the American Federation of Teachers (AFT's) Educational Research and Dissemination (ER&D) Program. Since that time, she has trained others at the national, state, and local levels. When the AFT began the Parent Involvement pilot program three years ago, she became active in its revision and became a national and local trainer. She is very aware of the need for all of those in the education community to participate in programs which allow for effective communication with students' families.

Essie Middleton, President of PTA

Essie has been involved with the public schools for 27 years. She is currently president of Arkansas State PTA. In 1992, she created The Parent To Parent concept and as a result was awarded a $120,000 Winthrop Rockefeller Grant where active parents teach other parents how to become involved in their child's education. This year during her administration, a grant was received from the Arkansas State Department of Education Early Childhood Commission to implement a program that would focus on the transition of children from birth through five years into Kindergarten. She continues her work in parent involvement through other agencies such as Arkansas Science and Math Crusade Advisory Board, Charlie Mae Simmon Award Committee, Even Start Advisory Committee, Act 236 Advisory Committee (Arkansas School Reform Initiative), Arkansas Teacher Licensure Task Force, Chapter One and Hippy Program. She is also active in the United Methodist Church. Essie and her husband Berry are parents of a son and a daughter.

Carroll T. Miller
Educational Publishing Group Inc.

Carol is a co-founder of EPG and, as Publisher, is responsible for corporate account development and management, production planning, and fulfillment. In addition she is a contributor to the editorial planning process. Carol has twice served as an on-air expert in family/education matters on the Today Show, and is EPG's policy representative with the Department of Education. She began her career working in media and production at the advertising agency, Fuller, Smith and Ross. From there she joined Curtis Publishing Company (Saturday Evening Post, Ladies Home Journal, Holiday, American Home), assisting the New England Manager of American Home Magazine in the Boston office. Retiring temporarily to raise a family, Carol joined Strategy Associates in 1984. As Director of Marketing, she was responsible for ensuring successful media coverage for the firm. Simultaneously, she coordinated the production and distribution of all in-house public relations efforts. The firm was broadly featured in the national and local media including The Wall Street Journal, Business Week Careers, Inc. Magazine, The Boston Globe, New England Business, and others. Carol has appeared on NBC's Today Show as an on-air expert for family-education matters. She was responsible for the collaboration and the development of the *Education Today Parent Involvement Handbook* which was published in 1994. She is a member of the National Association of Partners in Education (NAPE) Symposium

Advisory Council, the National Coalition for Parent Involvement in Education, and an advisory committee member for the Goddard House, a Boston area nursing home for middle- and lower-income elderly women. Miller is the mother of three school-age children.

Dennis E. Mithaug
Professor of Special Education, Teachers College, Columbia University

Dennis E. Mithaug is Professor and Chair of the Department of Special Education at Teachers College, Columbia University and is directing a model demonstration project to teach self-determination skills to secondary youth with disabilities. The project is funded by the U.S. Department of Education, Office of Special Education Programs. Before that, he was professor and director of various research and demonstration projects on consumer-directed, supported employment at the University of Colorado, Colorado Springs where he also served as dean of the school of education for five years. Prior to his tenure at Colorado, he was at the University of Washington at the Experimental Education Unit of the Child Development and Mental Retardation Center where he developed programs and directed projects in areas of dropout prevention for inner-city youth, social skills development for students with learning and behavior problems, and prevocational and vocational training for youth with severe disabilities. Professor Mithaug received a B.A. in psychology from Dartmouth College, an M.A. and Ph.D. in sociology and an M.Ed. in special education from the University of Washington. He has authored many journal articles, chapters, and books which include *Self-Regulation Theory: How Optimal Adjustment Maximizes Gain* (Praeger,1993), *Self-Determined Kids: Raising Satisfied and Successful Children* (Lexington Books,1991), *Why Special Education Graduates Fail: How to Teach Them to Succeed* (Ascent Publications,1988), *Prevocational Training for Retarded Students* (Charles C. Thomas, 1981), *How to Teach Prevocational Skills to Severely Handicapped Persons* (H & H Enterprises, 1981), and *Vocational Training for Mentally Retarded Adults* (Research Press, 1980). His most recent book, *Equal Opportunity Theory* (Sage Publications) will be available in May, 1996.

Oliver C. Moles
Research Analyst, Office of Evaluation Research and Improvement
U.S. Department of Education

Oliver C. Moles, Ph.D., is an Education Research Analyst in the Office of Educational Research and Improvement (OERI). U.S. Department of Education. He has headed research units on Families as Educators and Student Discipline Studies at the National Institute of Education. He monitors the OERI-sponsored research and development center on inner-city education contributed to the Department's 1994 white paper on the rationale for its Partnership for Family Involvement in Education with many other organizations, and has recently reviewed the research on different strategies to make schools safe for an OERI publication. He works in the OERI National Institute on the Education of At-Risk Students.

Patricia E. Nicholson
Director, K-12 Initiatives, Teachers College, Columbia University

Receiving her A.M. in the spring of 1993, Pat's work has centered around the study of family and community as educators. Pat's Master's project surveyed fifth-year east coast schools of education

to ascertain the role parent involvement played in their preservice curriculum. Moving toward her Ed.M. this summer, Pat has expanded her focus to include the role high-speed networked technologies can play in framing her work. The Institute for Learning Technologies works to promote the advancement of learning technologies in education and society. Pat facilitates the Institute's program of practice in K-12 education. She oversees the Institute's projects contemplating the ways wide-area networking affect teaching and learning in seven New York City schools and the Countee Cullen branch of the New York City Public library. The progress of this work is available through the Institute 's website (http://www.ilt.columbia.edu).

Edward W. Pitt
Senior Research Associate and Director, National Practitioners Network

Edward W. Pitt is a Senior Research Associate and Director of the National Practitioners Network for Fathers and Families at the Families and Work Institute in New York City. He brings to his present work more than 25 years of experience developing and testing innovative approaches for tackling complex health and social problems including juvenile delinquency, infant mortality, teenage pregnancy, and AIDS. For twelve years, Ed Pitt was Director of Health and Social Welfare at the National Urban League. During that period, he spearheaded the Urban League's development of a broad perspective on men and family-related issues. Ed was a Delegate to the White House Conference on the Family and has organized and convened three national conferences on the theme "Manhood and Fatherhood." He has been a resource consultant to numerous foundations including the Carnegie Corporation of New York, the Ford Foundation, the Rockefeller Foundation, the C.S. Mott Foundation, and the Council of Foundation Executives. Most recently, Ed served on the Secretary's Advisory Committee on Services to Infants and Toddlers and was appointed to the Advisory Board of the National Ready to Learn Project sponsored by the Corporation for Public Broadcasting. Ed Pitt has appeared on numerous television and radio talk and news programs including Bill Moyers Journal, ASC Evening News and CBS Night Watch. He is the divorced father of one son.

Susan L. Recchia
Early Childhood Special Education, Teachers College, Columbia University

Dr. Recchia has worked extensively with infants, toddlers, and preschoolers with and without handicapping and at-risk conditions and their families in interdisciplinary clinical, educational, and research settings within urban environments. Her experience includes work with children born prematurely, children with a variety of handicapping conditions (including visual, hearing, motor, neurological, and language impairments), and children at-risk for developmental delay secondary to psychosocial family disturbance. Dr. Recchia also has expertise in assessing social and emotional development in young children within the context of their families. Dr. Recchia is Assistant Professor of Education in the Department of Special Education at Teachers College, Columbia University, as well as Coordinator of the Program in Early Childhood Special Education. She received her B.A. in Psychology from the University of California at Santa Cruz; her M.A. in Early Childhood Education from California State University at Northridge; and her Ph.D. in Educational Psychology from the University of California at Los Angeles. Dr. Recchia's research and scholarly interests include the development of parent-infant and parent-child communication systems as applied to special populations; issues in the study of risk and resiliency in special populations of infants and young children and their families; and the effects of congenital visual impairment on social and emotional development. Dr. Recchia's articles

include "Self-evaluation in young children" (with Stipek & McClintic, Monogrophs of the Society for Research in Child Development, 1992) and "Initiating inclusion practices for infants, toddlers, and families: Training, research, and service delivery needs" (Insights from the Center for Infants and Parents, 1995).

Francine Riley
Practice Leader, Organization Effectiveness

Francine Riley, Practice Leader of Organization Effectiveness, was appointed to this position in May, 1995. Among Dr. Riley's responsibilities are: Organization Culture Change; Alternative Work Arrangements; Glass Ceiling issues; Work and Life programs; Child and Elder Care programs; and Diversity issues, both domestically and internationally. Dr. Riley, in previous GTE positions, was Director-Workforce Diversity and College Relations, responsible for all Diversity-related initiatives, i.e., Upward Mobility, Work and Life, Glass Ceiling, the Disabled, Flexible Workplace, Sexual Harassment Prevention, EEO, Affirmative Action and other compliance management. She also held the Directorship for Corporate-Wide College Relations and Associate Development Programs, where she was responsible for all college hiring of GTE's college graduates in Engineering, Finance, Human Resources and Marketing as well as the GTE s key school program. In Tehran, Iran, she recruited, tested, and hired engineers for the GTE Iran Project who were trained to run and maintain a newly installed GTE telephone switching system. Prior to joining GTE, Riley was a Professor in the Rutgers University Graduate School of Education. Her tenure led to the first Graduate Career Opportunities Program and the first Early Childhood Education Program at Rutgers. She has been a keynote speaker at many national conferences, professional organizations and civic groups on Workforce Diversity issues and was recently elected into Who's Who in Human Resources as an honored member world-wide. In September 1995, Dr. Riley was featured in a Wall street Journal article on Work and Family. Currently she serves on the Boards of the New York State Council for Economic Education and the American Association for Collegiate Schools of Business. She is a member of the Financial Women's Association, the International Women's Forum, the Council on Workforce Diversity for The Conference Board, and the Boston University Center for Work and Family. Dr. Riley has a B.S. in Education from Tufts University, Ed.M. and Ed.D. in Psychology from Rutgers University.

Thomas Rodd, Jr.
Headmaster, Hopkins School

Thomas "Tim" Rodd is the Headmaster of Hopkins School, a 7 to 12 coed independent day school in New Haven, Connecticut. He earned his B.A. in English from Yale (1965) and his M.A. from Teachers College (1971), where he also studied as a Klingenstein Fellow (1978-79).

Michael B. Ronan
Superintendent of Schools

Michael B. Ronan has served as Superintendent of Schools in Uxbridge, Massachusetts, since October 1981. Prior to assuming this position, Mr. Ronan served as Director of Curriculum and Instruction, Director of Adult Education, and Middle School Teacher in Lee, Massachusetts, over a seven-year period. Mr. Ronan pioneered alternative adult education learning programs in

Southern Berkshire in the 1970s, developing courses with Berkshire Community College and a local cable company. As Superintendent of Schools in Uxbridge, Mr. Ronan has developed several alternative education programs for children and adults. In 1981, Mr. Ronan initiated a home/school program that allows parents to teach their children at home for part of the year or day and be enrolled in school on an as-need basis. In 1988, he initiated a seamless service 8:30 a.m.-6:00 p.m. child care/preschool/regular day school program for public and private school students in the community. This program may include upon request the home/school option. He initiated a voucher program for Title I in 1993 that allows parents to choose their child's tutor and receive services outside of the school day in their home. In 1995 he initiated the Schools without Walls Program, which provides parents with vouchers to purchase educational materials and services independent of the local school system, as well as provides access to school programs on request. In a recent article in the New York Times, Tarnar Lewin noted that "...Uxbridge is nurturing another kind of revolution, one that could lead to fundamental changes in public education." The Schools without Walls Program will be expanded in 1996 with a new pilot program—High School On Line—offering up to 200 courses. This program will be available for use in combination with any of the existing programs. The average per pupil cost in Uxbridge is the ninth lowest in Massachusetts. Low-cost innovation has been the hallmark of Mr. Ronan's tenure in Uxbridge. Mr. Ronan is a graduate of Massachusetts State College at North Adams, and holds an M.A. degree from the College and an M.S. from SUNY Albany.

Frances O'Connell Rust
Associate Professor, Teaching and Learning, New York University School of Education

Frances O'Connell Rust is Associate Professor and Coordinator of the Undergraduate Elementary Education Program in the Department of Teaching and Learning at New York University. She received both her undergraduate degree in English Literature and a Master's in Teaching from Manhattanville College and her Master's in Education and doctoral degrees from Teachers College, Columbia University. Prior to her doctoral work, she was a preschool teacher/director in open classroom settings that she founded and developed. Before coming to New York University, Frances Rust served as Associate Director of the Preservice Program at Teachers College, Columbia University, Director of the Department of Teacher Education at Manhattanville College, and Chair of the Department of Curriculum and Teaching at Hofstra University. Her research interests include teacher education, teacher beliefs, instructional supervision, and educational innovation. Her dissertation, "Implementation of an Extended Morning Kindergarten: A Case Study of an Educational Innovation," won the 1984 AERA outstanding dissertation award for empirical research. Her books include *The Care and Education of Young Children: Expanding Contexts, Sharpening Focus* (with Leslie Williams, 1989) and *Changing Teaching, Changing Schools: Bringing Early Childhood Practice Into Public Education* (1993). Frances currently works with student teachers, PDL resident teachers in the Teacher Leadership Institute, and Head Start teachers who are part of a four year staff development project that she designed and implements with two other NYU faculty.

Sister Lourdes Sheehan, RSM
Director, Alliance for Catholic Education

Sister Lourdes Sheehan is a Sister of Mercy of the Baltimore Regional Community. She is a native of Savannah, Georgia, where she received her early education in Catholic schools. Her A.B. is in History/Education from Mount Saint Agnes College, Baltimore, Maryland; her M.A. is in Colonial History from the University of Pennsylvania; and her Ed.D. is in Educational

Administration from Virginia Tech, Blacksburg, Virginia. Sister Lourdes has served as a secondary school teacher and principal in Georgia and Alabama; as Superintendent of Schools and Director of Christian Formation for the Diocese of Richmond, Virginia; as a member of the Provincial Council and as Provincial Administrator for her religious congregation. For four years, she served on the staff of the National Catholic Educational Association as Executive Director, National Association of Boards of Education. She served for 5 and 1/2 years as Secretary for Education at the United States Catholic Conference, the public policy arm of the United States bishops. In July, 1995, Sister Lourdes became Director of the Alliance for Catholic Education (ACE) at the University of Notre Dame. ACE recruits and prepares Catholic college graduates to teach for two years in under-resourced Catholic schools in the South and Southeast. She has participated in a number of diocesan and school in-service events, has spoken at the annual conventions of NCEA, and has published articles on Catholic education. Her special interests are preparing leaders for total Catholic education, leadership, boards of education. and the uniqueness of Catholic schools. Her doctoral dissertation is "A Study of the Functions of School Boards in the Educational System of the Roman Catholic Church in the United States."NCEA recently published her work, *Building Better Boards*, a manual for education board members.

Margaret Jo Shepherd
Professor, Teachers College, Columbia University

Dr. Shepherd is Professor of Education and Coordinator of the Learning Disabilities Program at Teachers College. She created the Learning Disabilities Program thirty years ago with her colleague, Dr. Jeannette Fleischner. Dr. Shepherd and Dr. Fleischner also created the Teachers College Child Study Center which provides diagnostic and tutoring services to students with disabilities and their families. Initial funding for The Child Study Center was provided to Teachers College by the New Jersey Association for Children with Learning Disabilities. The impetus to create the Center came from parent members of that organization. From its inception, the Center's services have been grounded in collaboration between parents and professionals. Dr. Shepherd's Bachelor's of Science and Master of Education degrees were earned in Special Education at the University of Illinois in Champaign/Urbana. She earned an Ed.D., also in Special Education, from Teachers College. Dr. Shepherd became a special educator at the time when parents of youngsters with disabilities were organizing to advocate for their children and lobby for public funding for special education for them. She is well aware of parents' roles in the development and expansion of special education in the United States since 1950.

Judith Y. Singer
Consultant on Parent Education

Judith Y. Singer is a doctoral candidate and adjunct instructor at New York University in the program of early childhood and elementary education. She received her B.A. in psychology from Douglass College and her M.A. in early childhood education and an Advanced Certificate in Supervision and Administration from Brooklyn College. Her doctoral research is on the experience of social action for adults and children in an inner-city day care and afterschool program. Judi is a consultant to the MLE Learning Center, a publicly-funded day care and

after-school program located in the East New York section of Brooklyn. She was director of the Center from 1979 until 1991, and assistant director from 1972 until 1979. The Center serves approximately 140 low-income and working-class families from African American, Latino and Caribbean backgrounds. Staff members are from similar racial and ethnic backgrounds. Children attending the program range in age from two through twelve years. Judi has worked extensively on parent involvement and staff development at the Learning Center, including developing parent committees which plan and organize social and educational activities for parents. Parents are also engaged in Center programs as classroom volunteers and as observers in activities with the children and teachers. Staff development includes discussions and workshops on appropriate and sensitive ways for teachers to be related to parents. Parent workshops are "hands-on" and interactive. Topics have included: How do children learn?Looking at multicultural education; Hooked on excitement: How do children really learn to read?; Playing with science; What is discipline? Giving children a voice; Talking about sex with your child; Raising children in a violent society. Judi has published articles in Democracy and Education and Childhood Education, and has contributed articles on parenting to a local community newspaper The Link. Articles include: "Trick-or-treat for UNICEF," "People, parks and rainforests," "Families at the holiday season," "Discussing sex with your child," "Parenting is hard—but talking helps," and "Supporting family life."

Thomas Sobol
Professor of Education, Teachers College, Columbia University

Thomas Sobol is the Christian A. Johnson Professor of Outstanding Educational Practice at Teachers College, Columbia University. He holds an A.B. from Harvard College, an A.M. in Teaching from the Harvard Graduate School of Education. and an Ed.D. from Teachers College, Columbia University. After teaching and supervising in Massachusetts and New York State, he served for sixteen years as Superintendent of Schools in Scarsdale, New York, and for eight years as Commissioner of Education in New York State. He has also been active nationally, chairing the board of the New Standards Project and serving on the executive committee of the Council of Chief State School Officers. He is the author, among other writings, of *Your Child in School (a book for parents);* New York State's *A New Compact for Learning*, a comprehensive plan for elementary and secondary education reform in the 1990s; "Revisiting the New York State Social Studies Curriculum" in Teachers College Record; and the introduction to *Teaching and Learning in Cities* (a collection of essays on the topic published in England). He has spoken on a wide variety of education issues to audiences in the United States and England. As a practitioner, Dr. Sobol has initiated many education reforms, always combining the quest for excellence with concern for equity and compassion. Now as a university professor, he seeks to reflect on his own practice in ways that are useful to students, and to learn from them as well.

Susan Thompson-Hoffman
Program Analyst, Office of Planning and Evaluation Services,
U.S. Department of Education

Susan Thompson-Hoffman coordinates the READ*WRITE*NOW! initiative for the U.S. Department of Education. Before coming to the Department, she taught at the elementary, secondary, and university levels for ten years, and was an editor for a children's book publishing house. She has published six books, five for children.

Rosemarie Truglio
Assistant Professor of Communication and Education, Teachers College, Columbia University

Rosemarie Truglio is an Assistant Professor of Communication and Education at Teachers College, Columbia University. She received her Ph.D. in Developmental and Child Psychology from the University of Kansas and was a predoctoral research fellow at the Center for Research on the Influences of Television on Children (CRITC). Through her research she has investigated the effects of television on the cognitive and social development of children and adolescents. Specific content areas include: children's early reading skills; viewers' reality judgments of televised content; gender roles, and how televised sexual portrayals contribute to adolescents' sexual socialization. Her most recent research interests involve how television can be used positively to enhance student's self-esteem, school achievement, sexual knowledge, and career aspirations. Dr. Truglio is an advocate for better programming for children and has coordinated Media Literacy Workshops educating teachers about how to empower students with the skills to deconstruct and construct mass-mediated messages.

Anne-Lee Verville
General Manager, Worldwide Education Industry, International Business Machines Corporation

Anne-Lee Verville is General Manager, Worldwide Education Industry, a new unit formed to help IBM broaden offerings for education customers worldwide. She assumed this position in October 1995 and has responsibility for colleges and universities (Higher Education), Kindergarten through 12th grade (EduQuest), and also provides business direction to education industries in Asia Pacific, Latin America, Europe/Middle East/Africa and Canada. Ms. Verville began her career with IBM in 1967 and held a number of marketing and marketing management positions in the Data Processing Division. In addition, she served as administrative assistant to the IBM Chairman of the Board. In 1977, she began a series of financial management assignments, including division controller, division vice-president of finance and chief financial officer for the IBM United States Marketing and Services. She also served as IBM director of telecommunications and information systems. Most recently, she served as President of IBM's General Sector Division. Ms. Verville has a Bachelor's of Arts Degree in Mathematics from Smith College and completed the Program for Management Development at Harvard Graduate School of Business. Ms. Verville serves on the Board of Directors of the Stanhome Corporation in Westfield, Massachusetts. She is a member of the Board of Advisors at the Fuqua School of Business at Duke University and is on the Board of Directors of the National Alliance of Business in Washington, D.C. She was appointed by the President of the United States to the National Skill Standards Board in 1995.

Judy Walker
Co-Manager, Office of Work and Family

Judy is Co-Manager of Harvard's Office of Work and Family, which provides assistance to faculty, staff and students on any family-related need; resource and referral for child care, elder care, and adoption; educational programs and seminars; consultation to departments on work/family issues; and coordinates the six on-site day care centers. Prior to the establishment of

this office in February 1995, Judy had been the University Child Care Advisor since 1980. She has been a day care center director, taught courses on day care administration and early childhood curriculum at Lesley College Graduate School for nine years, and is the co-author of *Women and the Work/Family Dilemma.*

Heather Weiss
Director, Harvard Family Research Project

Heather Weiss is the founder and director of the Harvard Family Research Project at the Harvard Graduate School of Education. The Project's mission is to conduct and disseminate research that contributes to the development of comprehensive family support programs, service systems, and policies. She and her colleagues track and examine state and local family support initiatives, design strategies to evaluate such initiatives, and conduct research on the role of family support in education, welfare, child care, social service, and health care reform. Dr. Weiss and her colleagues are currently investigating state efforts to introduce outcome-based accountability as part of child and family service reforms. To build broader evaluation capacity and productive dialogue about innovative and useful evaluation strategies, HFRP has launched a new quarterly newsletter, *The Evaluation Exchange*, and an evaluation working paper series. Dr. Weiss has an Ed.D. in Education and Social Policy from the Harvard Graduate School of Education. She writes, speaks, and advises on child and family policy, family support programs and systems, and innovative evaluation strategies. She is a consultant on the boards of the U.S. Department of Education Working Group on Comprehensive Services, the Abbot Associates' Family Support Evaluation Advisory Board, the Roundtable on Head Start Research with the National Academy of Sciences, and she is a member of the Study Group of the MacArthur Foundation Research Network on Successful Pathways through Childhood. She also serves on the editorial boards of The Future of Children, Children and Youth Services Review, and Applied Developmental Science. Her most recent publications include: "Building Villages: Lessons from Policy Entrepreneurs," (Visions of Entitlement: The Care and Education of America's Children New York: SUNY Press, 1993), "Home Visits: Necessary but Not Sufficient," (The Future of Children, Vol. 3 (3), 113 1239, 1993); Can We Get Here from There? Examining and Expanding The Research Base for Comprehensive, School-linked Early Childhood Services (Background paper for the Invitational Conference on Comprehensive School-linked Services for Children and Families; sponsored by the OERI of the U.S. Department of Education, the American Educational Research Association and the National Center on Education in the Inner Cities, Leesburg, VA, September 28-October 2, 1994); Raising Our Future: Families, Schools. and Communities Joining Together (Cambridge, MA: Harvard Family Research Project, 1995).

Miriam Westheimer
Executive Director, HIPPY USA

After graduating magna cum laude from Barnard College in 1978, Dr. Westheimer completed her Masters in Teaching English to Speakers of Other Languages (TESOL)at Teachers College, Columbia University. She started out teaching English in Israel—on a kibbutz, in the Israeli Defense Force and in several schools. When she returned to the United States. Dr. Westheimer completed her doctoral degree in the Department of Curriculum and Teaching, again at Teachers College, Columbia University. Upon completion of her doctorate degree in 1989, Dr. Westheimer began her long affair with a little-known early intervention, home-based program called Home Instruction Program for Preschool Youngsters. Today, with guiding support of the

National Council of the national network of over 100 programs serving approximately 15,000 families throughout the United States. Her current interest lies in the development of program models and linkages that work together to best support families. She believes in working to understand the family as an integrated whole and tries to look at program designs that support the family unit. She is also interested in qualitative research methods and their applicability to program evaluation. Through the writing of an English as a Second Language Grammar book, articles on the ethnographic research method. dropout prevention strategies and a case study of one HIPPY program, Dr. Westheimer attempts to bridge the worlds of research, theory and practice. Similarly, with her advocacy efforts, a support of family support programs, and in selecting legislative support for home visiting programs like HIPPY, she works to bring together policy initiatives with the realities of her field-based experience.

Cyndie White
Co-Manager, Office of Work and Family

Cyndie White is Co-Manager of the Office of Work and Family at Harvard University. She came to Harvard in 1987 to set up a pilot program—The Center for Parenting—which was established to develop support programs for families affiliated with the University. The Center for Parenting and the Child Care Advisor were recently merged to form the new Office of Work and Family. Prior to moving into higher education, Cyndie was a director/teacher of a parent cooperative pre-school for twelve years. She is a co-author of the handbook *Playgroups: How To Grow Your Own*. Currently, Cyndie is a member of the Steering Committee for the Committee on Concerns of Women at Harvard, and is a Board member of the College and University Work/Family Association and Professionals for Parents and Families.

Mildred M. Winter
Executive Director, Parents as Teachers National Center, Inc.

Mildred Winter is Executive Director of the Parents as Teachers National Center, Inc., which provides training, curriculum development, and technical assistance to all Parents as Teachers programs internationally and promotes public policies and services that foster the well-being of young families. As Missouri's first Director of Early Childhood Education, Winter was the guiding force in the development of the Parents As Teachers (PAT) program initiated in 1981 to help parents effectively nurture their children's development and learning from before birth. She was a key player in the enactment of Missouri's landmark Early Childhood Development Act of 1984, and subsequently developed and coordinated the training program for statewide implementation of the PAT program in 1985-86. Under her leadership, the Parents As Teachers program has been replicated in 44 other states, the District of Columbia, and five other countries. Winter has written numerous publications for professionals and parents on parent-child early education. She has received state and national recognition for her leadership in education. Most recently, Winter was the recipient of the 1995 Charles A. Dana Award for Pioneering Achievement in Education. She serves as consultant to state and national decision makers on early childhood education and family support programs and policy.

David Yammer
Director of support Services, Abraham Joshua Heschel School

Dr. David Yammer is the School Psychologist and Coordinator of Support Services at the Abraham Joshua Heschel School in New York City. In addition, he has been an Adjunct Clinical Assistant Professor for the doctoral programs in School Psychology at New York University, from which he also received his Ph.D. degree. Prior to working at the Heschel School Dr. Yammer was a psychologist with the Adolescent Study Unit at Columbia Presbyterian Medical Center working on a project studying adolescent suicide. He has worked with children and adolescents (and their parents) in educational and mental health settings in the United States and Israel for the past 20 years.

Larry R. Yates
Associate Director of the ERIC Clearinghouse on Urban Education

Larry R. Yates, Ph.D., is Associate Director of the ERIC Clearinghouse on Urban Education (ERIC/CUE), Institute for Urban and Minority Education, Teachers College, Columbia University. He is also Director for Electronic Networking at the Clearinghouse. In that capacity, Dr. Yates initiated the National Parent Information Network (NPIN), which his Clearinghouse co-sponsors with the ERIC Clearinghouse on Elementary and Early Childhood. NPIN disseminates publications by the national Family Involvement Partnership for Learning of the U.S. Department of Education and by many other organizations, including a Parent Guide series by ERIC/CUE. Dr. Yates also designed the Urban Education Web (UEweb), which is hosted by ERIC/CUE. UEweb is recognized as a rich educational resource on the World Wide Web and is browsed by more than a thousand people a week. To promote use of both UEweb and NPIN, Dr. Yates does numerous workshops and demonstrations for educators, parents, community leaders, and others. He also works with organizations such as the Urban League, National Coalition of Title I/Chapter I Parents, and ASPIRA to help their members and staffs to use Internet resources.

Karen Zumwalt
Dean of Teachers College, Columbia University

Karen Zumwalt is the Dean of Teachers College, Columbia University, where she has been a faculty member since 1976. One of the nation's leading authorities on teacher education, Professor Zumwalt most recently has been investigating alternate approaches in teacher education and certification. Her recent publications in this area include: "Alternate Routes to Teaching: Three Alternative Approaches" in Journal of Teacher Education, "Challenges to an Alternative Route for Teacher Education" (co-authored with Teachers College Professor Gary Natriello) in The Changing Contexts of Teaching, and "New Teachers for Urban Schools? The Contribution of the Provisional Teacher Education Program in New Jersey" (also co-authored with Natriello) in Education and Urban Society. Prior to assuming her position as Dean in July 1995, Professor Zumwalt held several administrative positions at Teachers College, including Director of the Preservice Program in Elementary Education, Chair of the Department of Curriculum and Teaching, and Director of the Division of Educational Institutions and Programs. Since 1991, she has served as Professor of Education on the Evenden Foundation at Teachers College. Last year the Spencer Foundation awarded her one of sixteen Mentor Grants to facilitate the mentoring of doctoral students intending careers in educational research. In 1984, she.received a research grant from the same Foundation to investigate "Academically Able Teachers." In 1983, she received the first Interpretive Scholarship Award from the American Education Research Association (AERA) for her article, "Research on Teaching: Policy

Implications for Teacher Education," published in the 81st Yearbook of the National Society for the Study of Education. Professor Zumwalt has authored or co-authored more than two dozen publications in the areas of curriculum, teacher education and teaching. Her most recent publication is "What's a National Curriculum Anyway?" in *Hidden Consequences of a National Curriculum*, an AERA Public Service monograph. Professor Zumwalt earned her Bachelor's of Arts degree in political science from Mount Holyoke College, her Master of Arts in Teaching degree in social studies from the Graduate School of Education at Harvard University, and her Ph.D. in Education from the University of Chicago.

ACKNOWLEDGEMENTS

We would like to extend our appreciation to the following individuals and organizations who contributed their time and effort to the conference *A New Understanding of Parent Involvement: Family-Work-School.*

We would like to thank the:

* Center for Educational Outreach and Innovation Staff
Stanley G. Van Harte, Susan Adams

* Support Staff
Yves-Michel Fontaine, Elizabeth Davis

* College wide support was provided by the Office of Development and External Affairs, facilities, *Rocky Schwarz* and the Word Processing Center

* WorkingMother magazine for sponsoring the ***Golden Apple Awards*** breakfast

* Prudential Insurance Company of America for sponsoring the lunch on Friday, April 12, 1996

* For making the Friday Evening reception possible:

  Office of Development and External Affairs
  John Hancock Financial Services, GTE Corporation, Hemmings Motor News, Southern California Edison, The Education Publishing Group

* And last, but not least, our conference volunteers!

Peter J. Cookson, Jr.
Director of the Center for Educational Outreach and Innovation
Teachers College, Columbia University